

Educational Supplement

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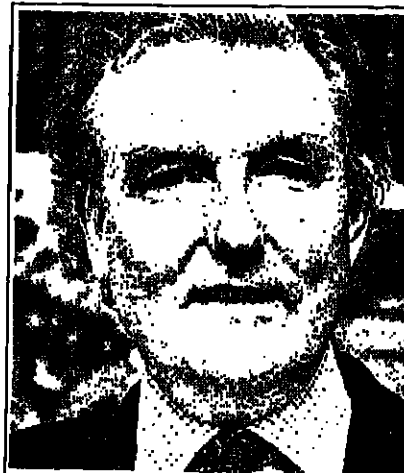
Do we need universities? Or rather, is it necessary for the valuable work which is still conducted by some members of these institutions to be done in a university framework? This sort of question is rarely if ever asked. I put it to myself the other day after watching a television news film of a student procession said to be 50,000 strong - marching through London in support of their latest pay-claim. It was, of course, the middle of term. They had taken the day off; or a few days off; perhaps a week off. Did it matter? Would society, or civilization, or whatever is supposed to benefit from their presence at universities, actually lose by their absence on demo? Probably not, I decided.

Until recently it was generally conceded - the point was never really argued - that universities were an unmitigated good. The more higher education, the better. When I joined the staff of *The Statesman* in the mid-1950s, we had many confabulations, attended by such luminaries as C P (later Lord) Snow on how to expand the university system as quickly and as widely as possible. Old Charles Snow believed, as we all did then, that the gross national product would increase, *pari passu*, with the number of places in higher education.

The suggestion that more and bigger universities would actually retard, rather than expedite, economic growth, would have been greeted by us as preposterous. Yet that is precisely what we observe, as the products of 1960s' expansion climb into positions of power in politics, the unions, the media, central and local government, and, of course, the education system itself. The higher education-GNP syndrome has proved to be one of the costliest illusions of our century.

Yes, but - if universities do not make us richer, do they not at least make us more civilized? Not necessarily. It depends on what is taught in them, how it is taught, and who teaches it. For instance, it is a fallacy that universities always, and necessarily, promote freedom of thought and discussion.

In the 14th and 15th centuries the European universities, then dominated by the preaching friars, tended to do exactly the opposite. Narrow-minded dogmatism and intolerance flourished there. The Renaissance



PAUL JOHNSON

Seat of unrest

The university as an idea and an institution ought now to be under critical scrutiny

ance certainly did not spring from the medieval campus, which bred, rather, the bigots of the Reformation and Counter-Reformation.

It is suggestive that the celebrated Collège de Montaigu at Paris University, known to its students as "the cleft between the buttocks of Mother Church", was detested by two of its alumni, Erasmus and Rabelais, but revered by two others, Ignatius Loyola and Jean Calvin. The universities had not much to do with the scientific revolution of the 17th century either, and nothing at all to do with the Industrial Revolution which followed it.

I suspect that a truly honest and objective analysis would yield the conclusion that, for most of its existence, the university as an institution has tended to retard, rather than advance, human enlightenment.

The history of modern Germany is a sobering reminder that more education does not necessarily lead to more civilized behaviour. Germany was the first country to achieve something approaching universal adult literacy. The Germans were easily the world's best-educated people, in an academic sense that is.

Between 1880 and 1930, German universities were by far the best anywhere, in nearly all subjects. Yet it was during this half-century that the Nazi mentality was born, often nourished from the campus. It

was the great German historian Professor Heinrich von Treitschke who first made anti-semitism respectable. From the start of Hitler's career right to the last Weimar election, the Nazis always scored higher percentages among students than among any other group. Nor, when Hitler got into power, did he experience much difficulty in recruiting high academic talent for his evil projects.

So it should not come entirely as a surprise that the university now provides a hospitable climate for the Fascist Left in Britain. In recent weeks a visiting speaker has been beaten up in Bradford University and driven out of Oriel College, Oxford - where Newman first conceived his *Idea of a University* - and in Bristol University a professor has been howled down and terrorized in his own lecture-room.

These are not isolated incidents. They are the direct result of the so-called "no platform" policy adopted by student unions in many British universities. This Fascist Left device is used to deny by violence a hearing to unorthodox ideas anywhere in or near the university.

The university authorities have known what was happening and have weakly allowed it to develop. That should not surprise us either. In Weimar Germany the university authorities did nothing effective to stop their students beating up Jews. We

have to face the fact, I am afraid, that among the habits young people now acquire at universities are intellectual intolerance and a taste for violence.

To bring together large numbers of people of above-average intelligence, and oblige them to live in community together, is a formula for both good and evil. A university usually produces a mixture of both, but sometimes the evil predominates.

There is nothing so dangerous and destructive to civilized society as the wrong kind of cultural climate, and universities play an important part in determining what kind of cultural climate we live in. Too much, perhaps, and that is why we should consider whether we can do without them.

A civilized society must provide adequate resources to enable gifted men and women to devote themselves to the arts and sciences. But such work need not necessarily take place in huge academic units. It seems to me that our universities are developing some of the anti-social characteristics we associate with another example of educational hypertrophy, the comprehensive school. Like the comprehensive, the university as an idea and an institution ought now to be under critical scrutiny.

NEXT WEEK

Stand up for Jesus
Parents no longer have confidence that state schools will stand up for religious education. Bert Lodge investigates.

Children of the Troubles
Michael Church reports on the parent-led movement which is trying to heal sectarian wounds in Belfast.

Integration myths
Richard Woolfson on research which demolishes several myths about integrating handicapped children into mainstream schools.
Extra: Reading

Task force should carry out heads' appraisal

by Bert Lodge

All headteachers should go through an appraisal of their work every three years.

And this should be carried out by a newly-created independent task force comprised of experienced heads, and the body which represents virtually all heads and college principals in England and Wales.

The Committee of Heads of Educational Institutions - established to give heads of all institutions an influential voice with government and local education authorities - says the appraisal should be spread over three days and take place at least once every three years.

It adds that only the head and chief education officer should see the report produced by the independent professional appraisers.

Very few chief education officers are fit to appraise heads, says the committee's discussion paper, *Performance appraisal of heads and principals*. The differing salaries and responsibilities of the two jobs ensure that hardly any officers have the kind of experience that would make them credible as appraisers of heads.

The CHEI is comprised of the National Association of Head Teachers, the Secondary Head Teachers, the Association of Principals of Sixth Form Colleges, the Tertiary Colleges Association and the Association of Principals of further and higher education. The combined membership comes to almost 30,000.

The paper says there must be a

national validation system for headteachers - the arrangements for which should be directly established and controlled by the Secretary of State.

"To whom then is the Secretary of State to entrust these responsibilities? There is in our view a clear logical choice - the senior chief inspector. His is a national role commanding wide respect and already including established working relationships with local authorities."

The heads selected for the appraisal task force should serve from one to three years, not longer so they do not get out of touch with current practice. Care must be taken in matching them to the type of headship they are appropriate to appraise.

The committee envisages four people involved in the exercise: the professional appraiser, briefed by the chief education officer, the chairman of the governors and a member of the teaching staff of the school or college selected specially.

The first day of the exercise the appraiser would spend in discussion with the briefing team besides touring the premises and talking to staff and students. Day two would be spent with the head and the final day would be for compiling the report. This would not be the same as the report which goes to a governing body after a visit by HMI.

The heads say they would welcome regular appraisals enabling them to review their performance critically with their peers and thus do a better job.

Hole at the top page 20.



Fears over ILEA jobs priority for GLC staff

by Mike Durham

Scores of jobs as inner London educational administrators are being offered under a priority scheme to "refugees" from the GLC, which is to be abolished in ten days' time.

There is growing concern that some top administrative posts in the Inner London Education Authority are to be filled by officials with little or no experience of running education. At least two top officials at assistant divisional officer level, helping to run two of ILEA's 10 divisions, have been recruited directly from the GLC's housing department.

Three new senior officials in the further education department are also said to have been appointed from the GLC without previous FE administration experience.

However, an ILEA spokesman claims the appointments have been made on the strength of administrative qualifications - although the authority concedes it is under an obligation to help displaced GLC personnel.

The staffing shake-up on both councils has been precipitated by the abolition of the GLC, of which the ILEA is technically a part.

About 100,000 GLC staff will lose their jobs, take early retirement, or be redeployed. The ILEA, with new support staff to replace previously shared jobs, will grow from 82,000 employees to 110,000.

A large number of ILEA staff - many of whom are traditionally "career" education officers who have spent most of their working lives in education - are taking advantage of redundancy terms and enhanced pensions to leave the authority.

But under an agreement hammered out in the run-up to abolition, the ILEA vacancies have to be offered first to GLC staff - a scheme known as ring fencing.

Concern is being expressed in divisional offices, by head teachers and school governors. "There have been complaints about 'ring fencing' because it could mean that somebody is drafted in from another department who has no feeling for education or knowledge of the subject. I know there has been concern in divisional offices."

Similar reservations have been expressed by school governors. ILEA staff privately concede there may be examples of "mismatching" of administrative skills.

An ILEA press officer refused to reveal the name of a newly appointed assistant education officer in the authority's Division 2, which covers Camden and Westminster. The spokesman said: "The ILEA is meticulous about its recruitment procedure. All we are saying is that we'll give people facing redundancy a chance." If officers had appropriate administrative skills for the job it did not matter that they had no experience of education, the spokesman claimed.

Photo: Chris Gregory

NOTICEBOARD

PEOPLE...

Mr Simon Williams, deputy head of Breycourt secondary school, Hem, to be head of Sheen secondary school, East Sheen.
Mrs Helen Jenner, primary education co-ordinator for Tower Hamlets, to be head of Harbinger primary school, East London.
Mr John Brown to be head of Tower Bridge primary school, Southwark from next month. He is currently deputy head.
Ms Diane Montgomery, principal teacher and in-service co-ordinator at Kingston Polytechnic, to be chair of the World Education Fellowship.
Mrs Hazel Cross, who works at the School for Independent Study at North-east London Polytechnic, is to be honorary secretary.

CONFERENCES...

March 15
Society of Black Teachers' conference on "The education of black children - the role of black counsellors, black teachers and black parents" at the Brent Teachers' centre, Ealing Road, Alperton, Wembley, Middx at 1.30pm. Details from Raj Ray, President: 965 6381 or 966 1682.

March 22
London Government in Retrospect 1946-1965 a conference on the post-war London County Council and its work to be held at County Hall, London SE1, organized by the London County Council Centenary History Group, 34 Tavistock Square, London WC1. Speakers include Kai Livingstone, Jeremy Seabrook, Jack Jones, Michael War, Peggy Jay, Stuart MacLure, Lady Denington and Percy Johnson-Marshall.

March 24-27

Small schools' conference at Exeter. Details from Mrs Beryl Phillips, In-Service office, University of Exeter, School of Education, St Luke's, Exeter EX1 2LU.

April 1-3

Incorporated Society of Musicians' annual conference at the Queen's Hotel, Cheltenham. Topics include electronic music, pitch and vocal techniques for choirs. Details from ISM, 10 Stratford Place, London W1N 9AE.

April 1-3

In Use at Hurl Geographical conference at the Royal Geographical Society (April 1) and King's College, Strand (April 2 and 3). Programme details from the GA, 343 Fulwood Road, Sheffield S10 3BP.

April 1-4

Talking Together - National Association for the Teaching of English annual conference at the University of York. Speakers: Ted Hughes, Dale Spender and Ted Wrang. Details from the Conference Office, Michael Clark, 45 Church Street, Whiteley, Peterborough PE7 1DB.

EVENTS...

March 21
An open day for teachers and pupils at the University of Oxford Department of Zoology from 11am to 4pm on biochemistry, botany, experimental psychology, human sciences, pure and applied biology, and zoology. Details from Miss Madeline Mitchell, Ed.

Department of Zoology, South Parks Road, Oxford OX1 3PS.

March 26

"Welcoming the cuckoo - the challenge of exceptional ability" - an open meeting organized jointly by the National Association for Gifted Children and the North Westminster Community School to be held at the Upper School, North Wharf Road, London W2 at 8pm. Group discussion will be led by Susan Layden, educational psychologist, Nottingham.

April 3-5

Industrial relations and economic performance workshop at the University of Warwick, Coventry, for teachers of industrial relations and related subjects. Details from Carolyn Hall, Coventry Lanchester Polytechnic, Priory Street, Coventry CV1 5FB.

INFORMATION

Presets
Judith Ashley has been seconded from Houghton Regis School, Bedfordshire, to the Council for Educational Technology's Video Unit to develop materials to support teachers using Preset. Any schools or other educational bodies interested in taking part in the project or any pupils or teachers with ideas to contribute are invited to contact her at the Teaching Resources and Media Services, Russell House, 14 Dunstable Street, Ampthill, Bedfordshire. Tel 0526 405220. Preset Mailbox 625405220.

PUBLICATIONS...

Special needs

The Association for All Speech Impaired Children (AFASIC) has published a speech and language problems screening test to help teachers detect language disorders in children aged 5-11. It costs £2.75 for a set of 20 and is available from AFASIC, 347 Central Markets, Smithfield, London EC1A 9NH.

The special curricular needs of autistic children is a booklet for parents, teachers and other professionals prepared by a working party of the Association of Head Teachers of Autistic Children and Adults. It costs £1.50 and is available from the Association, c/o Springfield School, 1 Aston Road, Ealing W5.

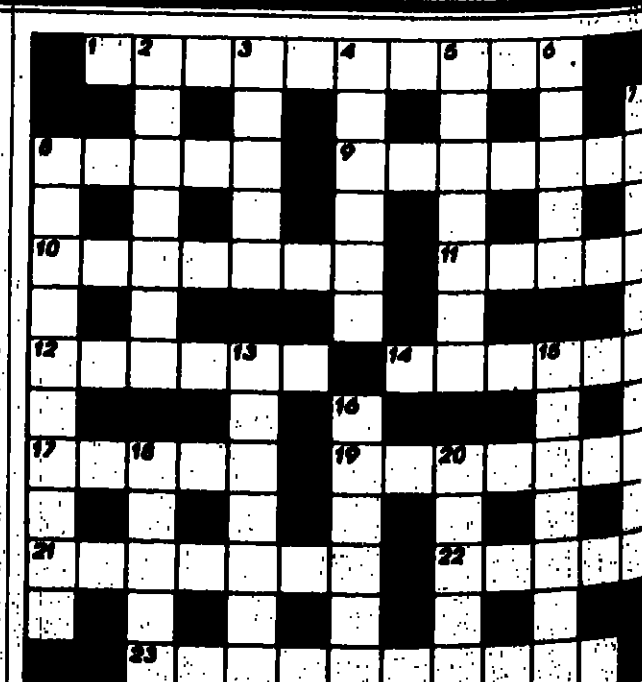
Child psychology

The theme of *Educational and Child Psychology* Vol 2 No 3 is "Integration, possibilities, practice and critique". It includes sections on assessment and intervention. It costs £5 and is available from the British Psychological Society, St Andrew's House, 48 Princes Road, East, Leicester LE1 7DR.

Parents' rights

Children with special educational needs - a series of guidelines about parents' rights and responsibilities is a set of 12 leaflets costing 80p per set, including postage, from the National Elfrida Rathbone Society, 11 Whitworth Street, Manchester. (10 sets cost £7).

No 245 CROSSWORD by Ruffin



- Across
- Prime confusion (5, 2, 3)
 - His proposals (5)
 - Stunned too many (5)
 - Not a landing strip (5)
 - State that is sided later (4-3)
 - Relation of pleasant oriental content (5)
 - Still green and pure in composition (6)
 - Understand wood-cutter made play-rooms that equipment (5-3)
 - Source of pointless strife in a shipyard? (7)
 - Once Arthur's dry (7) (J.W.'s approval)
- Down
- Decline to keep (4, 3)
 - Another name for a criminal (5)
 - Gets booming old (3, 2, 4)
 - A driven out intruder (7)
 - Take out and clean (5)
 - Pieces of eight (6)
 - Look this way with suspicion (7)
 - Nothing to do at this end (5)
 - Later chasing mules (10)
 - Ball made square possibly (10)
 - Record suppressed (5)
 - Maya Liza had a (5)

Rethink urged on 'small school' cutbacks

by Sarah Bayliss

Large schools have led to too much bureaucracy, ill discipline and strained relations between pupils, teachers and parents, say the organisers of a new campaign to promote small schools.

The campaign is sponsored by the Schumacher Society which believes "small is beautiful". It says the time is ripe for the success of small schools to be recognised. Children and young people prosper in intimate surroundings, it says.

Too many young people feel a sense of failure and are alienated from

schools where they feel they "matter little and learn less," according to the manifesto of the campaigners.

Small primary schools which have local support should be closed only in exceptional circumstances and existing

secondary schools regarded as being "too small" should be kept open. Large schools which want to subdivide into federations or smaller units should be supported.

Parents and communities who want

to establish their own small schools should be eligible for local authority funding.

Mr Philip Toogood, ex-head of Madeley Court comprehensive in Shropshire where he established a series of mini-schools but from which he resigned over a controversial HMI report, said that parents should have the same rights as they had in Denmark to set up their own schools with local funding. Mr Toogood now lives and works at the Small School, Harland.

Boy's own: Ian Lowther aged 5 is footstep in his mother's footsteps by attending Clive Hall School in Cardiff but he finds himself the only boy surrounded by 112 girls aged 4 to 16. The school, which had a favourable HMI report last year, "phased out" boys a decade ago but is hoping to attract them back. According to Mrs Charlotte Tippet Davies, the head, two more boys will join the kindergarten after Easter and Ian will cease to be in "splendid isolation".

Photo: Chris Gregory

THIS WEEK

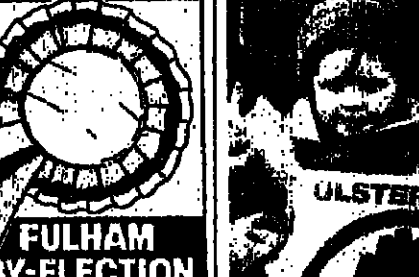
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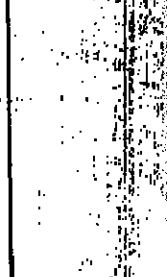
Goodbye to Foulness - style committees page 4



Parent vote in Fulham page 7



Parent-led push for page 24



EXTRA Reading pages 37-44

The Government proposes abolishing the Central Advisory Councils for Education. Maurice Kogan says that although they celebrated a progressive consensus that no longer exists, we still need independent thinking bodies to provide alternative policy scenarios

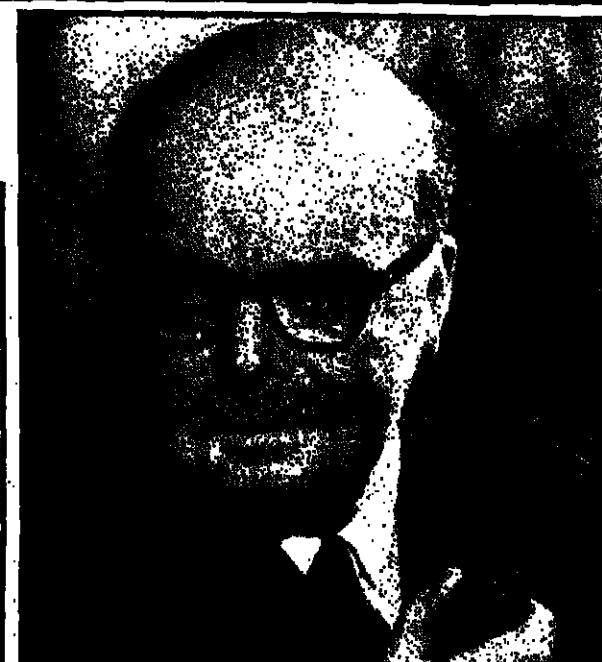
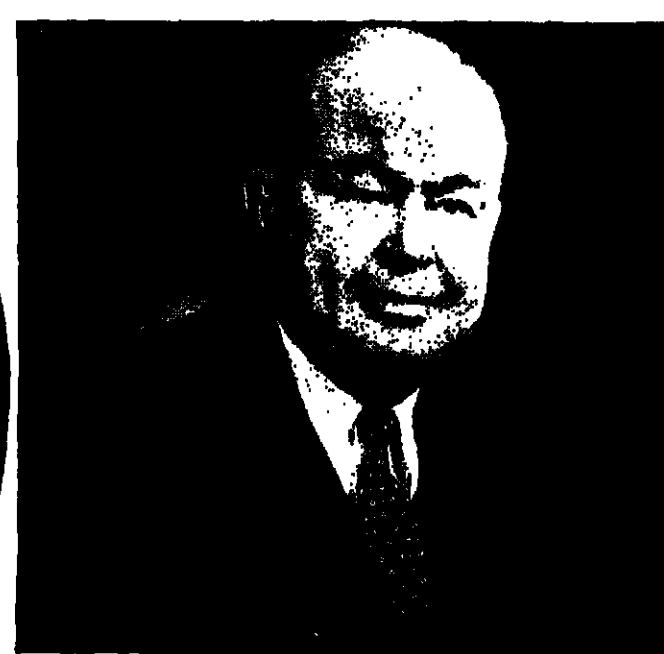
The Education Bill, 1986 is intended to open the governing of schools to more vigorous forms of review. But what is thought appropriate for teachers and local authorities will not do for the Department of Education and Science. Struggled away at the end of the Bill are clauses abolishing the English and Welsh Central Advisory Councils for Education (CACs) and the Secretary of State's duty to make a report to Parliament, both devices intended to ensure that the DES does not become too captive to its own image.

The CACs will prove easy to eliminate because the Secretary of State since Edward Boyle has fulfilled his statutory duty to appoint them; and nobody has bothered to offer any legal challenge to this default. Before the tradition sustained by Hadow, Crowther, Newsom and Plowden is frog-marched offstage, it is worth asking not only whether they were worth their place but whether some form of independent thinking body might not do something to improve the appallingly bleak and confrontational educational policy scene created by the heroes and ideologues who now control it.

Not all of the 28 education commission reports which emerged between 1920 and 1972 were produced by CACs. Before the 1944 Act, however, its predecessor, the Board of Education Consultative Committee, produced reports of acknowledged significance which, among other things, set the educational and developmental arguments for liberal patterns of primary education (Hadow), for the ending of all age elementary schools and new forms of secondary education (Spens and Norwood), and for some bridging of gaps with the private schools (Fleming). In post-war years, the council concerned itself with the relation between school and life, with early leaving, with the education of the 15-19s (Crowther), with the less academic "half" in secondary schools (Newsom) and primary education (Plowden).

The reports did not discover large new issues. They had a more diffuse role. They were evangelical in that they provided images of the best practices in the hope that they might be emulated. Thus the Crowther Report admitted that it "deliberately attempts to sketch the sixth form, at its best". Plowden hoped that his review of primary education would be "a report of progress and a spur to more... we have for the most part described primary education at its best".

Secondly, the reports enhanced the



Clockwise from upper left: Sir Henry Hadow, Sir Geoffrey Crowther, Sir John Newsom, and Lady Plowden

Nothing but the best

'The CACs will prove easy to eliminate because no Secretary of State since Edward Boyle has fulfilled his statutory duty to appoint them'

process of discovery and criticism, not by any radical search for new solutions, but by pondering on emergent issues by putting together practitioners and research evidence, and placing the issues before the public in an argued and credible form. Interestingly, the CACs brought in forms of thinking: sociological, economic and psychological, not

immediately available to the schools and inspectors, and thus both informed the discussion from wider perspectives and helped give the case for change a wider legitimacy. Hence the importance of the appointment of eminent economists, Crowther and Robbins, to chair two of the most important enquiries. Such issues as raising the school leaving age or educational priorities were thus pushed head on to the policy agenda. Anthony Crosland, while sceptical about their future, agreed that they "did document the good and the bad in the system and, in particular, legitimized the radical sociology of the 1950s and 1960s, better than any other group of documents".

Earlier observers of the committees had no doubt of their importance. R A Butler thought, when blessing the emergence of the Welsh CAC in 1945, that they had "more influence on the content of education than the central departments themselves".

Criticism has been of different

kind. Crosland thought they inhibited the DES developing its own role in thinking through policies and in planning. And following this lead, the DES itself became increasingly snooty about them. Sir Herbert Andrew, the Permanent Secretary, in 1969, told a Select Committee that advisory bodies were "an entire waste of words and waste of time". The department did "consult all the people who we do think are interested, all the time". Referring to analogous bodies such as the NAC on the training and supply of teachers, he remarked: "we had to write all the stuff for it".

In fact, this particular permanent secretary showed an inordinate control over the facts: he thought that the

'R A Butler thought that the committees had more influence on the content of education than the central departments themselves'

secretary to the Plowden Committee was an HMI (I want!) and the Plowden Report was "about educational and curriculum matters". He thus failed to notice that it attempted to place primary education into its social, developmental and economic contexts.

Other critics, starting perhaps with Beatrice Webb, were worried about the way in which committees appointed by officials would confirm official views. More explicit Marxist attacks on committees and commissions elevate them to the role of part of the machinery of the capitalist state. The CACs certainly represented a circularity of process. Officials advised on the appointment of members and their own views were affected by the reactions of committees to the papers they themselves often produced. The committees did not simply follow the official line but "without civil servants" in the words of PEP, "reports and suggestions may be less relevant and less feasible".

The committees were an opportunity for an emerging official attitude to be tested, refined and subtly altered. The department laid itself open to seduction by the committees. Some of the reports were in effect half-expected, half-hoped for, by the ministers and officials who set them up.

Some, of course, took on a life of their own. Plowden had a tough-minded chairman who strongly determined the course that the committee took. Such bodies as the Public Schools Commission never stood a chance because the Wilson government was in no condition to do the demolition of demolishing the monasteries.

So critics are right to say that many of the reports preserved the traditional and responded to the modern "by avoiding the resolution of uncomfortable dilemmas". The councils could not be radical. But critics may underestimate the extent to which the assumptions underlying the report were in advance of those being held by

the schools and the whole society at the time.

Certainly the committees celebrated a progressive consensus about educational activity. They all enunciated an optimistic ameliorism; the freedom of the schools, the need for continuity of process, the supremacy of individual pupils' interest, the freedom of the teacher. These recurrent themes are stated with hardly a change of breath over 50 years of writing. Other more contemporary doctrines and particularly those of equality were also endorsed.

Given that they assumed consensus in a service generally thought to be moving on the right lines on the basis of developments secured in the schools, simple revival would not be helpful. But that does not dispose of the question of whether we need bodies that can provide counter analysis to that offered by the DES.

At present, critique is essentially in-house: the Inspectorate remains strong but always ambivalent in the degree of its independence from ministers and administrators. Moreover, although now much broader in expertise, its knowledge base is primarily that of the educationalist brought up on good practice. Educational research in no position to get funds for work that will criticize policy because hardly any of it can receive funds independently from government sources.

The select committee system is also associated stronger, particularly since the time of Christopher Priebe's chairmanship, but it has no long range terms of reference and no certainty of highly qualified technical staff which

'The DES evidently felt it time to tidy up something which no longer had even nuisance value'

can either do the research itself or make sure that it is adequately commissioned. We have nothing, in fact, similar to the American Congressional Budget Office or the kind of policy units now available to most state legislatures. They vet legislation and put the actions of the executive to rigorous analytic test. They criticize and can certainly be developed by the local authority and teacher associations, and the interest groups they are locked in negotiation with the DES and must be in the game of swapping back and forth rather than standing back and recording what is happening to the system and establishing alternative policy scenarios.

Thus, the case remains strong not for reviving the CACs but for improving them. Andrew McPherson and his colleagues at Edinburgh University have a good phrase when they insist that "the basic of government's legitimacy is its claim to be acting rationally. This does not mean that the government's actions are rational merely that, if required to defend its legitimacy, government could, in principle, be forced to do so in terms of the criteria of rationality".

A body appointed from independent members known for expertise in education, general intellectual capability and independence, and serviced by a good technical secretariat, would be a good idea. It could have a broader analytic base than that of the Audit Commission whose patently beyond its analytical competence. The DES evidently felt it time to tidy up something which no longer had even nuisance value. It is a pity that it did not think more creatively about an alternative that might have worked to its own advantage and to the advantage of the whole educational system.

Maurice Kogan is professor of government and social administration, Brunel University, and the last Secretary to the Central Advisory Council for Education (England).

Controversy over teachers' pay and conditions continue as both unions and employers prepare for the next round of talks supervised by Acas

Unions call for stop-gap rise to 'restore calm'

by James Meikle

Teachers may ask their local authority employers for an interim pay award for 1986 - before talks on long-term structure and conditions of the profession get fully under way.

Unions who urged settlement of the 1985 dispute in England and Wales say the Scottish deal will add to the pressure for a stop-gap increase.

They counter claims from Scottish unions and the National Union of Teachers that the agreement north of the border was better than the Acas agreement - but say extra money quickly would restore calm to schools.

The employers say the only hope of getting more money out of the Government is through an agreement on conditions. They are likely to resist a stop-gap award - especially while the NUT refuses to stop industrial action or accept the Acas agreement adopted by other teacher organizations. They will meet today to review the situation.

English and Welsh teachers should soon get the 1985 increase in their pay packets - a 6.9 per cent increase backdated to last April and another 1.6 per cent from March 31.

The new negotiations, guided by a three-man independent panel appointed by Acas, concern salaries, career structure, appraisal and training, and contracts.

The Scottish settlement gives



Peter Snape... support initiatives

teachers 7 per cent from last April, 2 per cent from January this year and 5.5 per cent on account from April, pending the outcome of an independent inquiry into pay and conditions.

Mr Malcolm Rifkind, Scottish Secretary, faces renewed pressure from Scottish local authorities to exempt them from the financial penalties they are paying to meet the cost of the settlement.

Mr Rifkind is due to address the annual conference of the Convention of Scottish Local Authorities (Cosla) in Peebles today. So far he has refused



Nigel de Gruchy... better terms

to relax penalties - causing the authorities to think they are being robbed now to fund the recommendations of the pay and conditions inquiry.

Enquiries have revealed that the cost of the settlement to the local authorities is £91 million over the two financial years 1985-87. The bulk of that sum - £54 million - is made up of penalties the 12 regional and island councils have incurred as a result of the settlement.

The Cosla policy committee has sought backing from Scottish MPs in an effort to avoid paying penalties. Its

president, Mr Dick Stewart, warned that the Government's assessment of council spending was so unrealistic that, even before the settlement, one in nine teachers would have to be dismissed if its targets were to be achieved.

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, said the Scottish pay award for 1985 was 0.6 per cent more over a full year than money given to teachers in England and Wales.

This cancelled out the better deal given to teachers south of the border in 1984 when their 5.1 per cent award represented a 0.6 improvement on the Scottish settlement.

The English and Welsh teachers now have better terms for an investigation into future prospects and it remained to be seen whether the 1986 pay deal was better or worse, said Mr de Gruchy.

But he added that an interim payment or one on account would show "earnest of intent" by the employers and take the heat out of submitting a claim.

Mr David Hart, general secretary of the National Association of Head Teachers, said: "We don't think it would be sensible for anybody to expect the teaching profession to tread water while there are Acas deliberations for upwards of six months."

He also said that the Scottish inquiry was far more restrictive than the Acas-inspired talks.

A meeting of the teachers' panel of the Burnham pay negotiating committee is planned after the Easter union conferences when a formal claim will be discussed.

The Secondary Heads Association has already submitted its policy paper on salaries, contracts and conditions for heads and deputies to the independent panel.

No percentage figure is put on the 1986 claim but the association says salaries should rise clearly higher than the rate of inflation.

The SHA wants a widening of differentials to reflect the additional responsibilities of headship. Heads' pay should be between 1.4 to 1.95 times the highest salary point of teachers below deputy head, it says. At present the level is about 1.2 to 1.7 times higher.

The paper says guidelines for contracts and conditions for heads should include a contractual responsibility from the employer "to provide the human, physical and financial resources to enable the head to fulfill the requirements of the l.e.a."

Mr Peter Snape, general secretary of the SHA, said heads supported several initiatives but added: "You cannot have development in the education service at no cost."

Government could torpedo any agreement, warns poly lecturer

Expert voices Acas pessimism

by Richard Garner

The Government may scupper any agreement reached between teachers and their employers on new pay and conditions, an expert on teachers' pay negotiations said this week.

Dr Rene Saran, principal lecturer in politics and government at the City of London Polytechnic, who has been studying Burnham pay negotiations for the past 10 years, said: "My present mood is pessimistic - the current omens are not good."

Dr Saran, who was giving a lecture to the British Educational Management and Administration Society in Harrow on Tuesday night, said that implementation of any deal stemming from the Acas-supervised talks on a new package would require "a willing government".

"This Government, unlike earlier ones, seems not to believe in committees and their unpredictable results," he added. "Indeed, Sir Keith Joseph has already made it clear that he will not necessarily accept the outcome or provide the funds necessary to implement any recommendations from the independent panel set up by Acas."

Dr Saran also warned of the danger of courts handing down an interpretation of the teachers' contract - as could result from the National Union of Teachers' High Court action this week alleging it is illegal to deduct pay from teachers who are refusing to cover for absent colleagues.

"It happens to think that the courts are not the best way to settle such matters," he said. "One reason is that it amounts to an abdication of responsibility by the parties concerned to settle matters by negotiation, a method which I support."

The time had come to negotiate pay and conditions together, he said. "We might note in passing that unions and employers in the further education sector have overcome this artificial separation - by rewriting the constitution of their national joint council to allow it to discuss pay as well as conditions."

She added that the unions should "work out the terms of a settle-

ment beyond mere monetary patch-ups, the rationale of which the Government would find it difficult to resist and which would be in the interests of school children, and give teachers reasonable salaries, career prospects as well as public esteem".

Conflict between teachers' organizations had "devastating effects on many rounds of Burnham negotiations", he said. "The argument is often conducted in terms of inter-union vested interests rather than in terms of the educational needs of children."

Another impediment to a conditions of service agreement is that "teachers value their power to put pressure on management by the withdrawal of goodwill".

"The use of such sanctions is thought not to involve a breach of contract nor to endanger pay packets," she explained. "The validity of this view is being sorely tried to no one's benefit and is probably reflecting badly on teachers as well as the local authorities."

"However, the use of that power might in turn so aggravate parents, dispiriting their support for poorly-paid teachers, and in that way weakening the teachers' position."

She concluded: "The hard line of Government towards teachers whose real earnings have dropped by 30 per cent over the last decade, and which hits the lower-paid teachers particularly badly, has lost the Government public sympathy."

"The unions badly need public sympathy and support and particularly support from parents. Yet, this support cannot be taken for granted when teacher sanctions hit children the way they have done in recent months."

"That makes it all the more important that the teacher unions put their own divided house in order, consider trade-offs between salaries and conditions from which they and the children could gain, and move forward into negotiating the 1986 and later rounds with their employers."

NUT goes to court over docked pay

The National Union of Teachers took four local education authorities to the High Court this week, in an attempt to prove that members were not obliged by contract to cover for absent colleagues.

Four teachers, backed by the union, are claiming their pay was unlawfully docked when they refused to step in and take classes for staff away from school.

The total cash at stake is £9.65 but the cases centre on long-standing differences between teachers and their employers over contractual and voluntary activities.

The deductions were made in February and March last year soon after the NUT had advised members not to cover as part of the 1985 pay campaign. The action is continuing following the union's refusal to agree to return to normal work under a settlement suggested by Acas.

The teachers involved are Miss Jane

Sim, a Scale 1 English teacher at Rawmarsh comprehensive school, Rotherham, whose pay was cut by £2.17; Mr Denis Barnfield, head of biology at Whitmore school, Solihull, who lost £2; Mr Ray Townend, head of woodwork and the teacher responsible for school transport at Hatfield high school, Doncaster, whose pay was cut by £3.37; and Mr Mark Rathbone, head of liberal studies at Purley high school for boys, in Croydon education authority, whose pay was docked by £2.11.

Mr Eldred Tabachnik, QC for the teachers, said the issue was one of "very great importance in principle". All four teachers were entitled to refuse to cover "because the employer had no contractual right to require them to".

He said cover was a voluntary activity, undertaken by teachers. "They are not packhorses on whom can be loaded extra burdens as a result

of financial constraints and as a result of them having performed certain goodwill activities."

Mr Tabachnik said duties, the structure of the day, and hours of work were not defined in express provisions of contract. The school timetable represented the way in which the curriculum was to be implemented.

"It therefore constitutes, in effect, the teacher's job description, defining the ambit of his duties. The timetable in each of these cases allocates to each teacher both teaching and non-teaching duties."

The non-teaching periods, he said, were needed for teaching-related activities. "They cannot, save in exceptional emergency circumstances, be used for teaching an absent colleague's class."

The defence of the local authorities is expected to centre on custom and practice. The case continues.

In short...

□ About 10,000 schools closed at lunchtime during a protest shutdown last Thursday, according to the National Association of Head Teachers. But members in one authority, the London borough of Richmond, kept their schools open as a sign of confidence in their employers' "good intentions".

The union says 48 of the 104 L.e.s in England and Wales have now backed its call for national agreements on lunchtime supervision, including Richmond.

□ Mr Chris Patten, Minister of State for Education, has called for an end to disruption and reclamation in schools. At Leicester University's school of education on Monday, he outlined the Government's commitment to attracting and training good teachers and keeping them in the profession. Mr Patten stressed that a "proper link" should be forged between pay and conditions. "We must have an answer to the question of what teachers are being paid to do."

"This must be cleared up for once and for all for the health of the profession and its public reputation as much as for the protection of pupils."

□ Oxfordshire teachers have been told they will receive their back pay from the 1985 official settlement next week.

□ Northern Ireland teachers have accepted a 1985 pay offer of 6.9 per cent backdated to last April and another 1.6 per cent from March 31, a similar deal to that accepted in England and Wales.

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DIARY IARY ARY RY Y

Queen's favourite

Who will succeed Mrs Nicky Harrison as the local education authority's leader? The formidable queen of the night (well, all-night Burnham meetings) is quitting politics in May, and the politician most widely expected to take over is her deputy, the clerical leader of Wakefield Council, John Pearson.

But it might not have been so simple. Mrs Harrison is known to harbour no special liking for Pearson or his eccentric political style. In reality, her favourite for the succession was Mike Nicholls, youthful leader of the London borough of Hounslow. Until recently, he was clearly being groomed for the job.

Also, a promising career has been cut short. Unfortunately, Mr Nicholls works at a GIC-run waste disposal plant which, upon the demise of that body next month, will be transferred to Hounslow. Since he cannot be an employee of his own authority, the hapless Mr Nicholls faces the prospect of having to give up local politics - or find a new job. He is said to be looking for a job with some vigour.

Wonder boy

Meanwhile, observers are asking themselves how the Wonder from Wakefield will find the time to take on new responsibilities, so feverishly active is he in politics already.

Quite apart from being Mrs Harrison's understudy, John Pearson is already chairman of Burnham FE, an MSC Commissioner, a member of NAB, and a ticket-holder for a multitude of lesser educational bodies - in some cases, corpses. He is also leader and education chairman in Wakefield and has just been appointed chairman of West Yorkshire Police Authority.

Indeed the hyperactive Mr Pearson was recently cited in a Mail on Sunday survey as the councillor claiming the highest expenses in Britain: £16,319 in attendance allowances, train fares and hotel bills in 1984-85.

Something will have to give. It is widely predicted that he will step down from Burnham FE later this year.

News speak

The announcement by the IEA press office of a new 'freedom of information' policy for London's schools has been greeted with hollow laughter among journalists.

This is because there is apparently still one part of the IEA to which the policy does not apply - the IEA press office, which is celebrated among journalists for its inability to elicit out information.

This week, following a long tradition of confusing the issue and casting darkness into light, the chief press officer announced she would be changing her name from Sally Coates to Sally Zable. Perhaps it's in line with the IEA's political stance - Coates is a South African name.

Euro-bore

The nomination for least useful educational report of the year must go to the Council of Europe for its 1985-page tome, *Privacy of Sound*. Behind this puzzling title lurks concern at 'the growing over-saturation of the soundscape with music'. Its only sugaring recommendation is for 'areas of silence', such as certain railway carriages, or classrooms.

Acronym

The Government wants parents to have more say in the running of schools but backbench Tories believe its plans do not go far enough, reports Mike Durham. Meanwhile, Biddy Passmore finds that parents still see schools as forbidding places despite attempts to make them feel more at home.

Tories fall out as Patten stamps on vouchers

With pressure from right-wingers increasing on the Government to extend parental choice in schools, Conservatives have publicly fallen out on the issue of a voucher system.

Mr Chris Patten, education junior minister, firmly slapped down backbench MPs who called for vouchers, tax credits or per capita payments during a Commons debate on parental choice last week.

He said a voucher-type system would not work because it was not equivalent to creating a free market in schools. "The sure way in which to give parents choice is to have more good schools to choose from," he declared.

Earlier, Conservative MPs, led by Mr Michael Portillo (Enfield, Southgate), had called for ways of extending parental choice by promoting "good" schools at the expense of "bad" ones. Mr Portillo demanded almost complete privatization of schools, with resources directed to the ones that were able to attract most children - even if it meant crash building programmes to cope with expansion.

Mr Alan Howarth (Stratford on Avon) was more specific. He outlined alternative ways of putting purchasing power into parents' hands including educational tax credits, vouchers and per capita grants.

Tax credits would do nothing to help the lowest paid to get education for their children and vouchers, Mr Howarth admitted, would be clumsy, expensive and awkward to administer. He favoured a system of per capita grants which was qualitatively different from vouchers, but would achieve a similar end. "Parents would make their choice of school and the child



Chris Patten

would attract, as of right, a per capita grant."

Mr Patten replied that either vouchers or credits - which he collectively lumped together as "access arrangements" - were impractical, thus underlining the points made previously by Sir Keith Joseph.

Conservative MPs favoured a voucher-type system because it would create a free market in education. But Mr Patten said: "A voucher system could not produce a true free market. 'First the customer could not refuse to consume. Schooling would remain compulsory... Second, the provider cannot be allowed to charge what the market will bear."

"In the maintained sector, schooling has to be free of charge to parents, but that does not mean they are not allowed to make a contribution."

"Third, the customer cannot be allowed to accept a shoddy service. The national interest requires a minimum quality."

Parental attack on bad communication

A disturbing gap between what schools think they are doing and the way in which parents regard them is revealed in a report published by the National Consumer Council on Monday.

It found that schools which prided themselves on their "open doors" policy could be seen by some parents as unwelcoming.

And the formal channels of communication between home and school - parent-teacher associations, governing bodies and school councils - were not seen by parents and pupils as effective ways of informing or consulting them.

Mr John Mitchell, a polytechnic lecturer who chaired the NCC working party, commented: "The PTAs were seen by parents in our study as fundraising bodies only, which positively avoid any discussions about wider educational issues. Governing bodies are seen as too remote and in the pocket of the local education authority and school councils as a sop to pupils when a school has no intention of acting on, or even listening to, their views."

Schools needed to try harder to communicate with parents, he said, because most parents wanted to be involved with their children's education and were eager for more information.

The study started with group discussions with parents and pupils which were followed, in April last year, by a survey of 204 16 to 18-year-olds and 297 parents in Oxfordshire and Manchester.

It found that between two-thirds and three-quarters of parents were either fairly or very satisfied with the information they received when their children moved to secondary school, chose which subjects to study and what to do at 16.

But a substantial minority - more than one in ten - were sharply critical of the information they received from teachers. Details about subject options

baffled some parents ("... a bit like a tax form," said one). Nearly two-thirds of parents got involved in the decision, however, with mothers more likely to be involved than fathers.

A sizeable minority of young people also felt they had received inadequate information when choosing subject options or what to do at 16.

Pupils placed teachers a poor third - after parents and friends - in the list of people with whom they discussed what to do at 16.

Most parents want to be involved in their children's education, the study found. Only one in ten of those surveyed had had no contact with the school in the previous 12 months.

But professional, managerial and clerical parents were far more likely than others to be involved. Nearly half of the semi-skilled and unskilled manual work parents and more than a third of skilled manual work parents had had no contact with the school over the past year.

Among the recommendations the report makes to bring home and school closer together are:

- Group discussions, where parents can discuss common problems and comment on what is going on in a way they feel unable to do at PTA meetings;
- Parents' evenings based on individual classes only, rather than the usual evenings for whole year groups, where parents complain of long waits and difficulties in seeing the right teachers;
- Meetings for parents off school premises because some parents are unhappy in the school environment and
- Much earlier notification to parents of any problems with their children.

The Missing Links between Home and School is available from the National Consumer Council, 18 Queen Anne's Gate, London SW1H 9AA, price £3 including postage.

Call to split feuding staff

by Carmel McQuaid

A new system to separate teachers and principals who cannot co-operate has been urged by a headteachers' union official.

The annual conference of the National Association of Head Teachers (Northern Ireland) was told in Ballymena by its local secretary, Mr Walter Ives, that when everyone had security of tenure in individual schools, conflicts between principals and teachers too often led to inefficient management.

This, however, had to be tolerated because "an impossible, outdated, unworkable arrangement" gave everyone a right to remain in a particular school unchallenged until he or she chose to move.

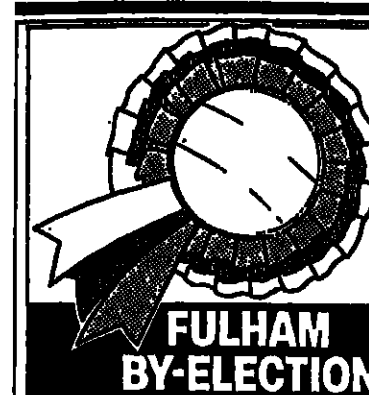
The solution would be to appoint controlled sector teachers to education and library boards rather than to a single school. In the event of conflict, when all compromise had failed, either party could then be transferred, with negotiation and consultation, to another school in the board area.

Mr Ives said: "In Northern Ireland the happiness and welfare of school communities is sacrificed again and again to maintain the straitjacket of job security."

Such a system could also enable heads who had exhausted the challenge of their job to move on.

Ulster centre

A new Centre for Learning Resources is to be set up in Northern Ireland to provide audio-visual and print resources to support the education and training of teachers. The centre will open in September at Stranmillis College.



As far as education is an election issue at all in the cosmopolitan, half-fellow-well-bred, rough diamond streets of Fulham, it is one that seems to have been ignored by the Conservatives.

As campaigning in the Fulham by-election got under way last week, the Tory candidate was the only one to miss out on a parents' meeting called to question the election hopefuls on education.

The Labour and Alliance candidates turned up, but the Conservative Mr Matthew Carrington declined the invitation and was represented by an empty chair with a blue rosette and a poster reading "The Party that Turns its Back".

This is strange, because the Conservative and Labour are strongly believed to be squaring up to a battle royal over the seat. Perhaps it had something to do with the meeting's organizers - the All London Parents' Action Group (ALPAG).

Fulham is not an education authority and its schools are run by the ILEA. But in and around the streets of Fulham there is no shortage of one group of people ready to let off steam about education - parents.

Fulham is a curious cross-bred sort of area, where rich and poor, young professionals, old-fashioned Tories, council tenants, temporary bed-sit residents and foreign visitors all rub shoulders. And the Fulham parent is likely to be a curious breed and a daunting proposition for any politician - aggressive, assertive, articulate, determined, and probably a supporter of the ILEA, as the Labour and Alliance candidates found out.

ALPAG draws much of its support from Labour-leaning parents and the

Candidates

Matthew Carrington C
Nicholas Raynsford C
Roger Liddle SDP/All
General Election: M Stevens (C) 18,204; A Powell (Lab) 13,415; D Rendell (LAI) 7,194. C may 4,789.
Polling April 10

Alliance candidate, Mr Roger Liddle, was given a rough ride.

He was closely questioned about the Alliance policy on education funding, especially on how it would have coped with rate-capping of the ILEA. Mr Liddle heavily asserted that cuts could have been made without affecting the quality of education.

He accused Labour of being "anti-quality and anti-standards" in education. None of this went down well with the audience, one of whom unkindly lobbed in a technical question on curriculum and roll-based staffing. Mr Liddle fielded it well and gave the impression of a reply.

But Mr Nick Raynsford, the Labour candidate, hardly fared much better. He has the advantage of living locally with children at school and a wife who teaches at a local institution.

However, he will have to expect questions about Labour-run ILEA's management of the schools as he plods around Fulham's doorsteps.

He will also be asked about the teachers' dispute, about fair pay and whether he supports the teachers' means of trying to achieve it.

Mr Raynsford neglected to mention his own educational qualification - he is an old boy of Rye House School.

Meanwhile Mr Carrington's office said this week there was nothing sinister in his non-attendance. "He has been invited to 30 joint meetings with the other candidates on various issues," claimed a spokesman. "He is only able to manage a small number of them, and that means necessarily turning down a large number of perfectly worthy organizations. We're just as concerned about the issue as anyone else."

Even parents may find it difficult to judge the Fulham candidates on their performance. But in education terms, the by-election will provide a useful preview of the next campaign - for control of the ILEA itself in May.

Bit of a non turn-up for the books . . .

As campaigning gets under way in the Fulham by-election Mike Durham witnesses the early exchanges and notes that parent power is very much a political force to be reckoned with



The candidates Conservative Matthew Carrington (left), Labour's Nick Raynsford and the Alliance's Roger Liddle

Millions of papers have been written on Apple. (One was even written about it.)

"A Revolution in Academic Publishing" is not, we're pleased to say, manufacturer-speak. It's the title of a paper by Roger Emery of Reading University. And as befits a treatise on the uses of Apple computers in education, it was entirely composed on and printed out by one.

Those uses are as varied as the subjects being studied in British schools and universities today, where once computers were confined to the Computer Studies course.

A learning tool

At Newcastle Polytechnic, Apple computers have been introduced into the BA (Honours) Accountancy course. By learning the techniques of computer-based financial modelling with software used in business today, students are combining academic study with a preparation for work.

Says Senior Lecturer Adrian Woolley: "I am very impressed with the Macintosh ease of use and the quality of the software available... I see (it) as a very advanced productivity tool."

The Humanities or the Sciences. The same polytechnic is

applying computers to the study of Materials Engineering, Acoustics Research and Power Engineering. For instance, students have been writing programmes for the design and testing of components.

Other examples of disciplines where our products are proving valuable include those of Earth Sciences and Psychology at the Open University. Cambridge has several Apple IIs in its Surgery and Ancient Greek departments.

Reading University uses them to study French and Typography. And staff at Glasgow University find the Macintosh's graphics capabilities particularly relevant for Typographic Studies.

Administration

Apple's obvious strength in the area of word-processing is not being ignored. Donald Halliday, of Newcastle Polytechnic, provides a classic example. On top of all his teaching work, Mr Halliday is also Warden of a Hall of Residence. He explains: "I keep all my records for the Hall on (an Apple II)... I can do 90% of my day-to-day work on it, and find the word processing module very easy to use."

Many other professors are finding computers useful for preparing their course materials so as to replace expensive, quickly out-dated textbooks. The portability of Apple computers has been seized on by a Professor of the Imperial College. He takes his Macintosh home in order to compose term papers in the strictest secrecy.

And where budgets for administrative staff are restricted, an Apple can often be found, enabling a single secretary to discharge her duties efficiently towards many lecturers.

Easy to learn

Much has been said about the simplicity of learning to use an Apple computer and its software. According to Adrian Woolley: "If you give students the tutorial manual and demo disk, it is largely self-teaching."

Bill Allen, also of Newcastle Polytechnic, goes further: "The adaptability and the wealth of software available for the Apple are the obvious (advantages). The systems are very flexible... and very reliable. You can do on an Apple the kind of thing that people do on \$20,000 development systems."

It is therefore not surprising to learn that there are over 2 million Apple computers at

use in institutes of learning in the United States alone. They are also becoming widely used in business on both sides of the Atlantic, ensuring a high degree of reliability and strong dealer support.

If you would like to learn more about Apple in education, the Macintosh Academic Conference is being hosted by Imperial College on April 5 and 6. Just post the coupon for details. We shall also be pleased to send you further information on our products and preferential pricing for education.

The last word comes from Michael Kimber of Gateshead Technical College. "I haven't seen anything so far that makes me regret our original decision to go with Apple. The machines are working day and night, they are very robust, and they are allowing us to fulfil our commitment to both computer literacy and applications courses. They have been an excellent investment."

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Court blocks student demo

by Hilary Wilce

The final lecture this term of John Vincent, professor of modern history at Bristol University, passed off quietly on Tuesday after the university was granted a High Court injunction restraining the Socialist Workers' Student Society and 18 named individuals from protesting outside the lecture hall.

This followed several weeks of angry demonstrations by protesters who allege that the views of the right-wing historian are sexist and racist.

Protests have also extended to the action of Mr Rupert Murdoch in sacking print workers at the time of moving his newspapers to a new plant in Wapping. Dr Vincent writes regularly in *The Sun*.

About 30 university students are expected to face disciplinary proceedings next term. It is the first time in 10 years that the university has called the committee on student discipline into action.

Video attacked

An educational video produced by the British Sugar Bureau for use in schools is unbalanced and misleading, according to the Health Education Council's dental health education coordinator, Dr John Brown. He said the video played down the role of sugar in tooth decay.



Space man: 17-year-old Andrew Randle, from Hewett School, Norwich, with the television satellite receiving dish he designed which won him a place in the finals of a European competition for young scientists. Andrew, whose dish is capable of picking up 25 TV channels from around the world, will now compete in the finals of the competition - organized by Philips - to be held in Oslo in May.

Mike Durham on the benefits for education contained in the Budget

Tax reforms set to boost funds

State and independent schools, colleges and universities - but not polytechnics - are expected to benefit significantly from the changes in charity tax rules outlined in the Budget this week.

Reforms on charitable covenants, tax-free company donations and a new form of "payroll giving" are all expected to lead to an increase in parental funding of education and corporate giving to universities.

But the prospect of more parental funding of schools has been greeted with mixed feelings by parent-teacher associations, who fear that only schools in well-off, middle class areas will benefit.

The budget proposes to make all charitable covenants tax free and allow companies to give up to three per cent of dividends without tax. From 1987 individuals will be able to give up to £100 a year to charity, deducted tax-free from their pay.

At schools - state and independent - and most parent-teacher associations have charitable status. The amount of money already given privately to schools is thought to be substantial, although no figures are available.

Universities are expected to benefit from an increase in covenants from industry. But because of a loophole in the charity law, polytechnics are not entitled to charitable status.

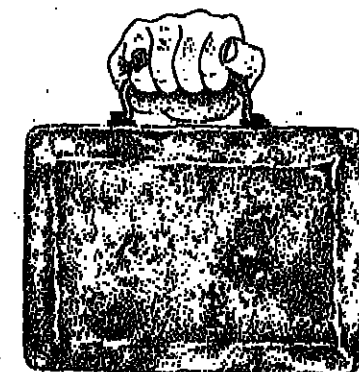
Mr James Hammond, assistant general secretary of the National Confederation of Parent Teacher Associations (NCPTA), gave a cautious welcome to the changes. Parents who were unwilling to sign long-term covenants would be more likely to give one-off "payroll" donations, he explained.

But he added: "It will increase the differences that already exist between schools where parents can afford to contribute, and schools where they can't. To that extent it is wrong."

Government to raise parents' interest in independent schools. They can give money to schools and have a proportion of it paid by the State.

"We don't want to discourage parents from giving money to schools, but our concern is for people at the bottom of the pile."

The Independent Schools Information Service (ISIS) said: "We welcome the fact that donations can be set



against tax. It will encourage parents and others, including industry, to give money to independent schools which will enable us, in turn, to provide more bursaries and scholarships."

● The Budget proposals for a New Workers Scheme and an expanded Community Programme to help the young unemployed have been attacked as "plutifully small" by the opposition spokesman on training, Mr Barry Sheerman.

The New Workers Scheme, to re-

place the Young Workers Scheme which is being phased out, will provide subsidies to employers taking on young people in the 18 to 20 age group.

Employers will be paid £15 a week for a year for every young person aged 18 or 19 they employ at under £5 a week, and each 20-year-old hired at up to £65 a week.

The Community Programme for the long term unemployed - many of whom are school-leavers who have been out of work for more than six months - is being expanded from 200,000 to 255,000 places and the wage is going up from £63 to £67 a week.

Chancellor Mr Nigel Lawson said on Tuesday the New Workers Scheme would provide "a worthwhile incentive for employers to find jobs for young people." But Mr Sheerman said: "This is an experiment which will nibble away at the edges instead of attacking the heart of the issue."

He said the Community Programme was "plutifully small" in terms of money and places. "It does not provide the massive expansion which is necessary, and the pay is too low."

IN BRIEF

Extra funds for books

Sir Keith Joseph has announced extra funding worth £20 million for new books and materials for the GCSE exam. But teachers and local authorities insist that it is inadequate.

Sir Keith said that the sum would be added to the education support grant and a further £200,000 would pay for the training of subject "leaders" who had refused to attend in-service courses earlier this year because of the pay dispute. Schools will also close for two days during the summer term to allow time for extra training.

Degree mills

A chance to get rid of bogus degree mills is presented in the new Education Bill due for its Second Reading in May, says the College of Preceptors in a statement this week.

It urges MPs of all parties to press for an amendment which will outlaw present practices. "Not so long ago we heard of a qualified teacher running a university from his parents' council house in Essex. The practice is not illegal," it says.

Tribunal ruling

A 41-year-old woman psychology lecturer has won a ruling from an industrial tribunal that the refusal, by the University Grants Committee, to allow her to be appointed to a "new blood" position at Cambridge University because she was older than the upper age limit for such posts was discriminatory. Dr Felicia Huppert argued that the career breaks and family responsibilities that women had to take meant the upper age limit of 35 was unfair on women.

Strike protest

Colleagues of Mr Alan Moss, a part time arts lecturer at Sutton College of Liberal Arts, staged a half-day strike this week in protest at Sutton education authority's decision to make him redundant. They marched to the town hall where they lobbied councillors.

PICKUP course

Solihull, Stoks and Worcester colleges have joined forces to offer a four-week course which will help leavers in business and office studies update their links with industry and new technology. The course which starts on June 2 is being funded by the DES's PICKUP (professional, commercial and industrial updating) programme.

MEP: the final byte

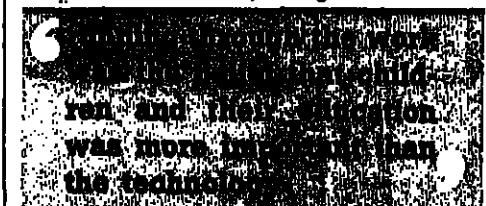
Richard Fothergill, architect and builder of the Microelectronics Education Programme, considers whether all that he hoped for has been achieved



After five and a half years the Microelectronics Education Programme ends on 31 March. It was set up as a pump-priming initiative with a finite time scale from the beginning, and the work it has started will be continued by many different bodies, the most important being the local education authorities themselves, the new Microelectronics Support Unit, and no doubt the Council for Educational Technology, of which I have been appointed director.

For several months yet the final products from MEP will continue to appear: INSET packages, computer programs, electronic devices and blue files. Several of the organisations it has set up will also continue to operate, including many of the regional publishers, but the central initiative and its co-ordination will cease. Indeed, even these pages will no longer appear. This article sets out to convey a few personal reflections on what has been achieved by MEP, and what emerges from it.

At the beginning, we had two main aims: to help children understand the technology and its effects on society, and to encourage teachers to use the technology to help their teaching. Such aims sound rather large, but they gave a set of boundaries within which to work. However, the main guiding force on the Programme was the time-scale, for we started with effectively three years to complete the task, and two years later gained an extra two years to continue it. Innovations in education, especially those that are fairly radical in their effect, take a great deal of time to



be accepted and absorbed into the classrooms, certainly much longer than five years. The work of MEP was also directly compelling for attention with concurrent work on the GCSE which was rewriting the exam system, TVET which started later but had a great deal more money, and - in its last year - ran into the teachers' dispute, which devastated the in-service training programme.

If the aims were large, and the constraints considerable, a realistic hope for success was that there would be an atmosphere of acceptance of microelectronics and information technology as important factors in schools and the education of children. In addition, it could be hoped that the materials produced would act as trailers for a range of future uses and provide guidelines for future standards of development.

If those were the realistic hopes, the reality has proved very much greater. That the successes and depth of knowledge and use has gone further is largely due to the commitment of hundreds of dedicated teachers in all types of school, college and higher education who found excitement and common purpose in making the enterprise successful.

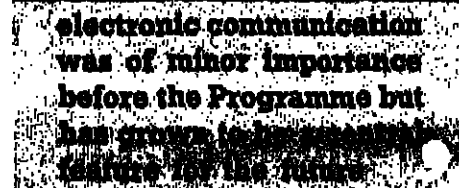
How does this show itself? Perhaps one way of demonstrating that is to look at the various kinds of work that MEP has undertaken, recognising that the divisions between them are not rigid. Running through them all was the belief that the children and their education was more important than the technology, which should be considered as a topic, a means and a resource.

If we look at any future scenario of society, its functioning is going to be dominated by electronics. It is essential that children have the ability to cope with, and have a general knowledge of, the technology. For some, and for the economic future of the country, deeper knowledge will also be needed.

At the same time, it is widely recognised that science is not attracting the enthusiasm and commitment of a sufficient proportion of our children. But every time they were faced with experiments with electronic equipment their interest was quickly generated. So this area of work was able to meet several needs at once: motivation of the children which could spread to other scientific areas, general

has been developed, ranging from primary through to top secondary.

Much of the control work overlaps with the activities of our work in computer education. Gone is the heavy emphasis on programming, although some experience of developing and assembling groups of procedures remains valuable. Instead, we have made applications the focus: in particular covering information and control, both major features of commercial and industrial use. The new approach to computer studies courses are reflecting this work, and the kits



and programs that have been produced are salient examples in the new GCSE. During the Programme much time has been spent on helping the teachers of these subjects, many of whom have had little training, to develop further skills and experiences, and a series of substantial in-service training packs have been produced to support this work as well. Thus, MEP has stimulated appropriate debate to create a new and more relevant direction to computer education, or computing as it will come to be known more widely in the future.

But the computer was not just to be used to study itself. Surely at least some other subjects would find it useful as a learning resource. And not just maths, said everyone at the beginning. I think we have now shown that there is no subject in the curriculum, for any age or ability of child, where computer-based programs could not be created and used with value. While there has not been time to develop a wide range of programs, enough examples have been produced to demonstrate that there is a considerable potential.

Some of the programs are subject specific, taking a particular topic and providing a range of approaches for the children to explore interactively. Certainly, this is the approach to the most exciting programs which have been seen in use. On the other hand, there are the content free programs: word processors, spread sheets, databases, those used for art, animation, music, teletext emulators, even languages like Logo. All can be excitingly used in most curriculum areas to educational advantage.

In the early days of the Programme, we were involved in introducing teachers to the computer and its operation. But over the last few years, with the appearance of a number of useful programs in most subjects, it is the subject based approach that is most valuable. Many subject associations have been discussing the value of microelectronics in their own disciplines, and they will be reporting shortly. We are producing a range of in-service packs for many of them. The maths pack is already out, and others for home economics, science and geography are under way. But microelectronics is not restricted to the formal computer. It is also necessary to make use of modern equipment in science to monitor and manage experiments. That's why the VELA was developed, and why it is being used so successfully.

At the core of the impact of these new technologies is information, and it is in the ability to handle this, using the word 'handle' in its broadest sense, that the full impact of the most valuable use of the technology is going to be seen. Of course, we have always felt education was about information, but the new technologies offer access and manipulation possibilities that we never dreamed of before their arrival. How to develop the skills and knowledge of this has become of prime importance for our future. Nor is this merely to do with word processors, or even databases, important as mastery of the use of these, and of course MEP

has developed examples for classroom use. It is to do with an educational attitude and approach which develops good techniques that lead to strategies for thinking.

Children, too, have to create information, and communicate their deductions from information. Indeed, exploring the various facets of communication with electronic media has become a feature of the work in this area, and electronic mail has become an important activity, not just nationally but internationally as well. This was an area of activity of minor importance before the Programme but which has grown to be a central feature for education in the future. It has also proved of importance, in a different context, for children in special education.

For the physically handicapped, aids to communication, mostly using electronic devices in one form or other, have proved essential for their ability to join in with the rest of society, and much work has been done in developing such devices. But the other feature of the work in this area has been for the children with moderate learning difficulties: those for whom the patient repetition and slow steps of computer programs have opened up new worlds of understanding and access to knowledge. There are numerous stories of the value of this work to these children: the work with the deaf and the blind on the one hand; that with slow learners finding success in writing and self-expression, through such languages as Logo, on the other. Its reward has been seeing these children expand their range of activities, try new approaches, converse with other people and find personal satisfaction through their achievements.

The richness of the rewards with children in special education is mirrored in the work with the primary sector. At the beginning, the potential in this area was frustrated by the lack of equipment, but following the DTI scheme, it was possible to set up a complete project. How incredibly rewarding that has been. Observing the excitement of children of this age exploring new worlds opened up by computer programs is a real thrill for the educationist.

From the in-service packages that have been produced, the quality of which have set new standards for this form of development, new opportunities for learning for primary children have been made possible in maths, languages, science and in such areas as problem solving through Logo and control technology. The infants too have not been ignored, with programs specially developed for them. Primary children love to explore, to extend their curiosity, and the materials available encourage these desires. They extend and enhance what was available before, allowing them to work in new ways which were not possible without the technology, and achieve greater understanding as a result. As in all the work of the Programme, we have merely introduced the topic, shown its potential, and left it with a great deal more to be developed and done.

Much has come from our production units, some concerned with software and some with devices. Indeed, none of the above would have been possible without the massive amount of development that has been undertaken. Through it we have demonstrably shown what is useful in the classroom and what is not, so that there are traditions and concepts of quality and value now that were not available at the beginning. At the same time, there are products in large number that teachers will be using for very many years to come for the enrichment of children.

In some cases we have developed or promoted devices that have opened up unexpected opportuni-

ties. Some stand out for me. The bar code reader, which has uses I never dreamed of when I started the project off; the touch screen which was a price breakthrough but whose value has hardly been tapped; the Concept keyboard, which is now essential equipment in the primary and special education fields, to name but a few. The production units have begun to specialise and we now have a music centre which is established and producing programs and in-service training. This trend will hopefully continue in the future.

The whole Programme was knitted together through the regional centres. Set up to encourage LEAs to share expertise and act as a channel for information and communication, these have proved an asset to large numbers of teachers throughout the country. They have provided information and view-testing facilities, provided roadshows in different localities, offered courses where needed, and in several cases become local publishers. Their value has obviously been recognised, because many will be continuing with LEA support.

On the whole, teachers can never have too many channels of information. Which one they finally respond to depends on the individual, but there is, and will probably always be, a need for a diversity of approach. The Programme's front line has been the regional centres, many circulating newsletters. But, in addition, we have produced catalogues, information on Preset pages and on TMS, published lists and reviews through the Data Service, and if there had been time would have finally put on-line through a computer a full electronic bibliographical service. And, of course, there have been these pages, which have been read by thousands and resulted in many hundreds of enquiries.

Through CET we have published the famous series of Readers and the final two, for Special Education and for Maths, are coming out now. These will continue to be available, as will the other books, guides, software and other materials - more than 2000 items in all - that the Programme has developed.

Innovation is dependent on individuals, not systems, and MEP has been blessed with hundreds of excellent people

or published. Emerging from all this activity over the last five years have been many experiences and lessons which are far too numerous to be listed here. It is though perhaps worth mentioning four points to summarise what has happened.

First, innovation is dependent on individuals, not systems, and MEP has been blessed with hundreds of excellent people. Systems and organisations can rarely innovate, but are there to free people from the chores of life so that they can.

Second, educational systems and organisations will need to change and adapt if information technology is to be really successful in helping children develop their abilities. Third, co-operation between LEAs, between institutions and between individuals has to become more accepted as part of the pattern of life in education. If the not-invented-here syndrome is silly before, it is uneconomic and purposeless now when communications are so easy.

Fourth, coming from such co-operative thinking, we have to have an understanding of the needs of the future which means a closer look at the curriculum. New approaches to learning, the central focus for the Council for Educational Technology, become an essential core from which that curriculum will emerge.

The computer and the associated technologies are just a resource, but one which offers new opportunities for learning and personal development and which demand new ways of ensuring they are taken and used.

There is still a great deal to be done. For if children are to take advantage of the potential then this technology should be as pervasive in its use inside education as it is in the world outside. If we continue to work together we can make it so.

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L.e.a.s panic over courses

by John O'Leary

Some local authorities and their colleges are being panicked into volunteering big course closures in advance of any firm proposals from the National Advisory Body, it was claimed this week.

A late round of consultation by NAB officials on the likely contents of planning proposals to be issued on April 4 have led to a state of meetings designed to head off anticipated cuts. Some have produced last-minute changes to institutional plans, offering further rationalisation.

At Crewe and Alsager College, for example, a special meeting of the academic board was held on a Saturday morning and a course closure proposed after consultation with NAB officers last month. And in Hertfordshire, last proposals have been made to concentrate additional courses in Hatfield Polytechnic.

Now the National Association of Teachers in Further and Higher Education has written to all its branches warning them to oppose any premature decisions. "The

Wiltshire councillors vote to end grammars

by Biddy Passmore

A long-running battle over the fate of Wiltshire's last two grammar schools may be nearing its end.

A joint meeting of the county's schools and further education authorities voted overwhelmingly last Friday in favour of plans to replace the selective system in East Salisbury and Downton with co-educational 11-16 comprehensives and a tertiary college.

The plans, drawn up by a working party chaired by Mr Reg Coole, an Alliance councillor, will now go to the education committee on April 4.

The closure of Wiltshire's last two grammar schools - Bishop Wordsworth's boys' and South Wiltshire girls' - was proposed by the Alliance when they took control of the county from the Tories last May. But Sir Keith Joseph, the Education Secretary, may yet turn the scheme down.

When the county last submitted a plan to him involving the ending of selection, he rejected it because of the academic excellence of the grammar schools, parental opposition and cost.

Parental opposition is still strong. When a poll was taken during consultation on the scheme, the voting for and against selection was about equal. ● Parents this week lost their court battle to halt plans to close a boys' secondary modern school in the London borough of Sutton. They had complained that the borough was drawing in pupils from neighbouring authorities to protect its grammar schools, at the expense of the secondary moderns.

Mr Justice Webster said on Monday that he would not quash the council's decision to close the 355-pupil Clarendon high school. But he has yet to give his judgment in the case.

The scheme has already been submitted to Sir Keith, who has been awaiting the outcome of the parents' case before deciding whether to approve it. By 1988, falling rolls mean that 37 per cent of the selective intake in Sutton will be drawn from outside the borough.

[t]he great Dr Arnold of Rugby had been an Inspector we know how he would have weighed up a school: "What we must look for is first, religious and moral principles, secondly gentlemanly conduct, thirdly intellectual ability."

Had HMI set off last winter with that order of priorities when they looked at four small "Christian" schools the Notices of Complaint subsequently served would never have been written. For the opening sentences of the Inspectors' conclusions on each school are nearly identical. What was said about the Shekiah Christian School, Tower Hamlets (57 on roll) - "Strong religious principles pervade the school and its work" - was virtually repeated about the Life Christian School, Battersea (26 pupils), the Faith Christian Academy, Bromeswell, Suffolk (17) and the New Christian School, Finsbury Park (71).

The reports further mentioned that each of the schools is an extension of a local evangelical church and considered vital to the church's ministry.

That said, what did the inspectors not like? The notice of complaint issued under Section 71 of the 1944 Act is never made public and no detailed allegations are set out. But it applies to one or more of four areas: premises, accommodation, educational provision or staffing. The school is given so much time to put things right.

The inspectors agreed that the schools were substandard in two areas: lack of academic or professional qualifications among teachers (though the Shekiah staff includes a doctor of medicine, a physics graduate and two other graduates in art and music and a Froebel-qualified teacher).

But it was the educational provision that HMI criticized most strongly. Bromeswell: "Children's learning experiences are rigidly confined to a narrow range of comprehension skills and there is no opportunity for pupils to draw on their own experiences or to engage in investigative work, extended writing, discussion or co-operative tasks. Interaction between teachers and pupils is minimal."

Finsbury Park: "the treatment of all subjects is narrow and superficial"

Bert Lodge on the US teaching system that has created some unfavourable publicity for Britain's growing Christian school movement

Not only straight but narrow...

and the work repetitive, mechanical and undemanding.

Tower Hamlets: "The work suits the uncomplaining, unquestioning, convergent type of thinker... the limited, mechanical nature of the work in the PACE booklets leaves much to be desired."

The PACE booklets are the primary learning tool in most of the 20 or so Christian schools that have opened in Britain over the past five years. Used in 9,000 schools world-wide, they are self-instructional workbooks with texts and exercises. Each one contains a test which the pupil must pass in order to proceed to the next in the series of 140-150 booklets in each of five subject areas.

This system is called Accelerated Christian Education. The "P" before "ACE" stands for "Packet of." Originating in Lewisville, Texas, the series of booklets covers English, mathematics, science, social studies and world building.

They are distinguished by the Biblical fundamentalism which saturates the instruction. Every booklet begins with a Biblical verse to be learnt by heart and repeated on succeeding pages to drum it in. No opportunity is missed to make a religious reference, no matter the subject. The chapter "Machines help us do work" in a science booklet reminds the pupil that God told Adam he would rule the earth. "God has given man the ability to think of new ideas for simple machines which help him rule the earth."

The soul eager for certainties gets them in Accelerated Christian Education. As for the parent troubled with uncertainties but anxious his child be spared them - the appeal of the material is obvious.

And the system has other attractions. For the small church or pair of churches anxious to shield their children from the secularism of state schools which offer pupils a smorgasbord of world religions, ACE provides a low-cost solution. Trained teachers in the conventional sense are not thought necessary. Each child works silently in his own carrel set round the walls of the room.

In the middle are two "scoring centres" - banks of files to which the pupils go at the end of an exercise to mark their own work. Only the final test allowing the pupil to move on to the next PACE is scored by a "supervisor."

The inspectors are not wholly critical of the system. The report of New Court school acknowledges that the repetitive exercises and brief unequivocal answers can help restore confidence and instil some basic skills into children with severe weaknesses of literacy or numeracy. "However, above that level the PACEs have a number of serious defects." Mathematics: using American money and measures and social studies based on the culture and history of the USA is but one of them.

Not that the imperfections of ACE had gone unnoticed until inspectors arrived to point them out. The King's School, Hemel Hempstead, a flourishing school with more than 200 pupils, uses the ACE materials but Mr



Revivalist hymn-singing at The King's School

Stephen Dennett, the young and energetic head, has definite reservations about it.

"I don't know how long ACE is going to last," he said. "The American fundamentalist aspect is not acceptable here - not only to educationists but to Christians generally. The American Bible-belt culture does come across fairly strong. At present, 12 of us heads are meeting regularly to produce a British curriculum."

"Indoctrinate? No. But we do help the children to the water and splash a lot of it over them."

"We use ACE for about half the day in the lower school but it does need supplementing with plenty of group activities and pupils' own input time. We don't use it at all beyond the third-year seniors. It's totally unsuitable for the majority of the secondary age range. It won't do for GCE."

But that said, Stephen Dennett, who taught in three Church of England schools before coming to The King's, is an uncompromising champion of the Christian school concept. "Even in church schools now an increasingly secular world view comes through the curricular material. This objective clinical view of RE is anathema."

What did he say to the suggestion that the Christian school's primary purpose was indoctrination? "Indoctrinate? No. But we do help the children to the water and splash a lot of it over them."

The King's, the only one in purpose-built premises leased from the local authority, is the flagship of the Christian school movement in this country. The 10 qualified staff, mostly recruited from the seven supporting churches, are supplemented by 15 volunteers

("We have a lot of teacher-mum" and about 90 parents also help out regularly. No fewer than five of them can offer craft, design and technology where many a state school has a job to recruit one).

Three computers arrived, all gifts, last year. "We have some high wage-earners in the fellowship," Stephen Dennett said happily.

When the school opened in 1982 with 70 pupils all support was voluntary but now children from families outside the original founding churches are charged a tuition fee of £910 a year. This is meant to be a guide for other parents but to spare any child from within the churches' families being turned away a bursary fund has been set up.

The only threat, albeit a formidable one, to the school's future is a plan by the landlords, Hertfordshire County Council, to demolish the buildings and replace it with a housing estate. And although HM Inspectors have visited the school twice and reported favourably, final registration is still being withheld because of this uncertainty.

Stephen Dennett is impatient with the unfavourable publicity ACE has brought upon the fast-growing Christian school movement.

"In the USA there is a purchaser's agreement setting out how the school should be run and ACE monitors the schools to see they keep to it. But in this country they have not been able or willing - to enforce this agreement. They just supply the system and offer training and advice. Let's be clear, the spread of Christian schools in this country is part of a world-wide movement back to a biblical position on education."

Dr Arnold would be delighted to hear that...

*Arnold of Rugby, ed J J Hindley

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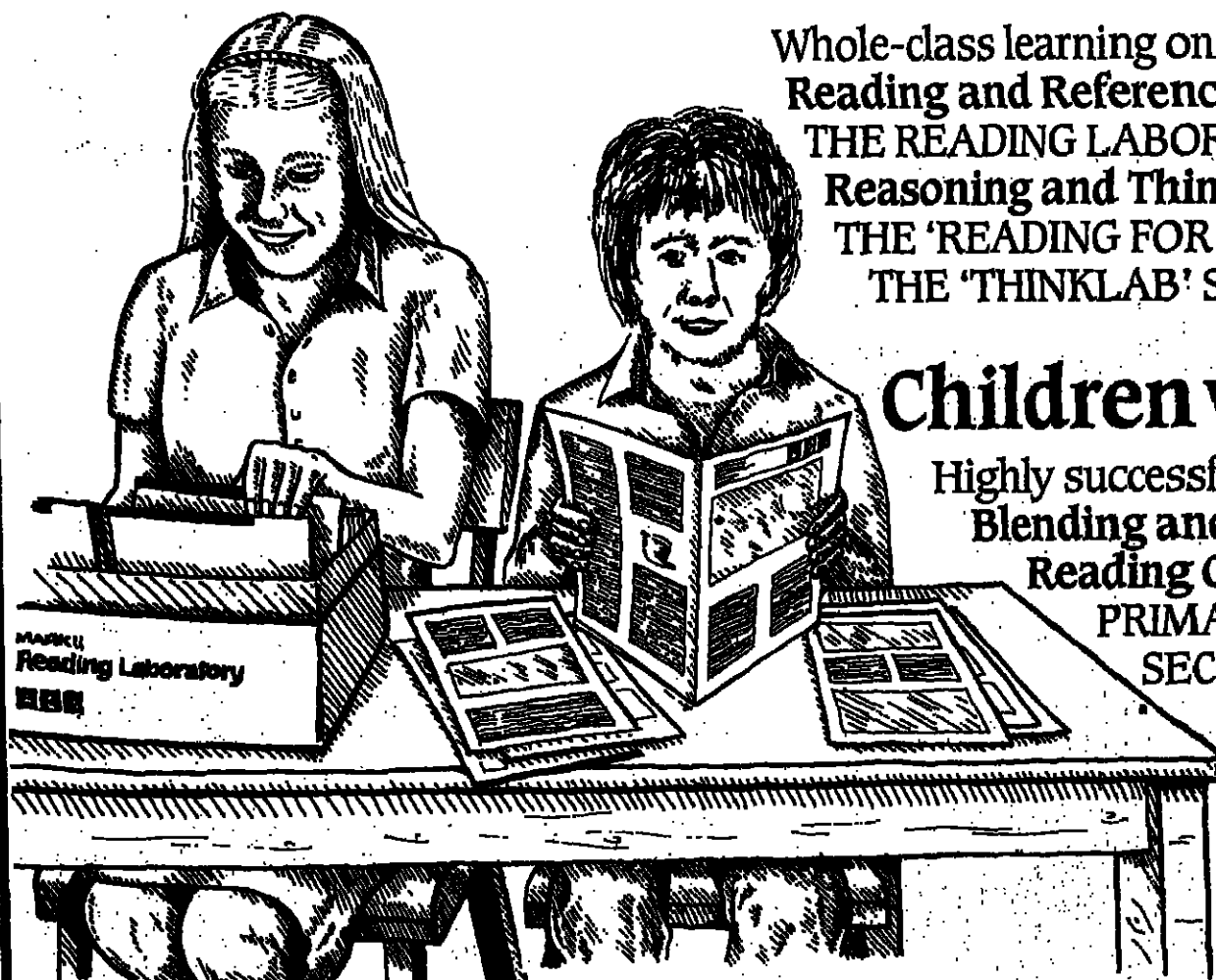
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Left: each child works silently in his
own carrel.
Above: Stephen Dennett, head of The
King's School.
Right: a pupil corrects her work with
the help of an assistant teacher.

Illustration: Martin Meyer/Network

Girls glimpse attractions of higher education

by Hillary Wilce

Nearly a thousand sixth-form girls from the Home Counties were last week introduced to the wonderful world of higher education at a conference organized by a private study centre.

The conference is an annual event, organized by the Ashwell House Study Centre, a Bayswater tutorial college, and is growing yearly. This year it drew schools from throughout the south east, most, but not all, private.

Participation by colleges and universities has been increasing. This year more than 70 had taken stands at the conference to sell their wares. Videos, slide shows, glossy brochures and pithy leaflets abounded, as careers advisers and admissions officers sought to entice and advise.

The pickings appeared to be rich. Mrs Jocelyn Payne, academic tutor at Bath College of Higher Education, said the girls were all well informed and knew what they were looking for. "They are all very highly motivated."

The polytechnics fared an especially strong team. Mr Tony Higgins,

of the Polytechnics Central Admissions System, outlined the new application procedures ("We resisted some pressure to call ourselves Polyfilla") and explained why there was no system of ranked preferences, as there was with the universities.

Despite enthusiasm from polytechnic representatives: "The polytechnics are a modern alternative that was not open to your mothers and fathers. You have four times as many opportunities to enter higher education than they had... Come along and be broadened" - doubts about them seemed to remain.

Why, asked a questioner, do employers prefer university graduates? (Answer: They like what they know, and poly graduates are only just filtering through to positions of power.) Then another wanted to know: "Are you ever refused entry to a polytechnic because your grades are too high?"

Mr Flowerday and Mr Higgins exchange glances. They took a deep breath. "No," they said.



University challenge... the Leeds stand at the conference

Qualified success for leavers

by Iola Smith

For the first time, most 16-year-olds in Wales leaving school this week will have a qualification. Some 5,500 pupils who had been considered non-examinees are sitting an innovative certificate of education exam.

The exam was established two years ago as a pilot scheme in a few Mid Glamorgan schools to reduce the county's record number of leavers who had no qualifications. As most left before sitting CSEs, it was agreed to hold the new exam in March, so that Easter leavers could participate.

This year the exam is available throughout the principality. Some schools in England are also interested. The certificate of education's planning precedes the Government's Lower Attainment Pupil programme, so unlike the English local authorities involved in that project, Mid Glamorgan received no extra funding to develop the certificate course.

Despite this, the county designed a new five-term curriculum for lower ability fourth and fifth-formers. According to its deviser, Mr Tom Flower, Mid Glamorgan's adviser for curriculum development, "We've found that lower ability pupils can do much more than purely project or practical work. They can tackle traditional academic subjects providing that they are camouflaged under new labels." Up to nine subject areas, including numeracy, communication and maintenance, can be combined.

Eighty per cent of the work is continuously assessed, but Mr Flower considers that retaining an exam framework is equally important. The approach obviously works - last year's pass rate was 85 per cent.

All the course materials have been prepared by Mid Glamorgan teachers and these are now being marketed to other I.E.A.s in Wales. The next stage - DES funding permitting - is developing a preparatory course for low achievers in forms two and three.

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How Down's children have quietly progressed

by Susannah Kirkman

A quiet revolution has taken place in the education of children with Down's syndrome, academics have been told.

Not long ago, it was considered "preposterous" to imagine that a Down's child would learn to read. But it was now so much a "normal expectation" that researchers were concentrating on the best methods, or how soon teaching should begin, according to Dr Brian Stratford, a lecturer at the School of Education, Nottingham University. He was giving the annual Stanley Segal lecture at the University, Leeds.

It would be too optimistic to expect that all Down's children would learn to read, but all so-called normal children did not learn to read either. Dr Stratford said that people must learn to tap the very wide range of ability of Down's children.

Their learning difficulties were not caused because they processed information wrongly, but because they absorbed insufficient or irrelevant information. When identifying matching pictures of animals, for instance, a child with Down's syndrome might pick out pictures of a camel and a horse as identical because he or she had observed that both animals had four long legs.

Although many mentally handicapped children tended to stick to one method of solving a problem, Down's children were much more flexible and

were capable of changing their strategy, Dr Stratford revealed. His research has also shown that such children have a longer attention span than children with other forms of mental handicap.

The life expectancy of Down's children had improved dramatically, Dr Stratford said. Most medical problems which had once been fatal to these children, including heart defects, could now be treated fairly successfully.

There had also been no reduction in the incidence of the condition. Although fewer Down's births were occurring among older mothers, more were being born to younger women. Some research had suggested a Down's syndrome link with the contraceptive pill, citing evidence of a "significant increase" in Down's births to 30- to 35-year-old pill users.

A biochemical cure for Down's syndrome may be possible one day, according to Dr Jerome Lejeune, the researcher who first discovered that the condition is caused by an extra chromosome.

But Dr Stratford condemned "specious claims for unauthenticated treatments". He said cell therapy did no good whatsoever, and claims that additional vitamins could improve intelligence were unfounded.

Yet the greatest piece of self-deception "is the notion that we can bring

about effective integration of our Down's syndrome children into mainstream schools without further resources or adequate support," Dr Stratford warned.

He also called for greater acceptance of Down's children within the community. Plastic surgery was not the answer.

"If we are concerned about the attitudes of the community to the appearance of Down's children, we need to set about re-educating the community rather than rebuilding the face of a Down's child," he said.

The case of the Derbyshire paediatrician who was found not guilty of the murder of a Down's baby, after prescribing nursing care only and a drug to be given at the nurses' discretion, said little for our compassion, and even less about our readiness to accept and care for Down's children in the community."

An ancient Mexican civilization had defied Down's children, and a 15th-century painter, Andrea Mantegna, saw a Down's syndrome child as socially acceptable enough to be the model for the infant Christ in one of his paintings of the Madonna and Child.

Dr Stratford appealed: "Can we not do more to break down our own prejudices and give more support to those people who know that the mentally handicapped play an important part in our society?"

One voice...

The separate member groups of the Joint Council of Language Associations are considering forming one organization.

The member groups, which include the Modern Language Association and the British Association for Language Teaching, feel that a unified voice would be stronger in the face of the growing threat to foreign languages in schools.

At present, no single association is able to represent all foreign language teachers in discussions with the Department of Education and Science or with local education authorities.

The associations also hope to expand their membership and produce journals and newsletters for all language teachers.

Language project

A project designed to help teacher trainees prepare students for working in multilingual primary classrooms has been launched at Nottingham University's school of education. The three-year, £120,000 project is being funded by the European Commission.

In brief

Claim lost

More than 400 school meals staff have lost an industrial tribunal claim that they were unfairly dismissed by East Sussex County Council in a row over the meals staff's new contracts in 1984. The council offered them terms which the meals staff rejected and were then dismissed. But up to 200 cook supervisors won their cases.

Pay offer

A pay offer worth about 8 per cent has been made to 16,000 manual and ancillary workers in Leicestershire. The offer, which includes a £6-a-week rise for all and a merging of lower pay scales, is being put to workers by their union, the National Union of Public Employees.

Sex bias leaflet

The Equal Opportunities Commission has issued a leaflet dealing with a case of sex discrimination involving a deputy head's attempt to secure promotion. It says that employers have a major legal obligation to ensure that there is no unlawful discrimination.

Sex Discrimination Decisions No 13: Headteacher Selection. The case of Chadwick v Lancashire County Council, free from Publicity Section, EOC, Overseas House, Quay Street, Manchester M3 3HN.

Clegg memorial

Dr John Taylor, principal of Bretton Hall College, Wakefield, has set up a team to discuss ways of commemorating the pioneering educational achievements of Sir Alec Clegg, who died last January. The team will examine suggestions for a permanent memorial to Sir Alec, who donated his collection of child art to the National Art Education Archive housed at Bretton Hall. See page 19



Water safety

ILEA is launching a series of two-day safety courses for teachers and youth leaders, planning to take parties to rivers, lakes and the sea. The courses at the authority's Merchant Navy College, at Greenhithe, Kent, cover first aid, hypothermia and resuscitation, and practical safety and survival and begin on May 13.

Careers talk

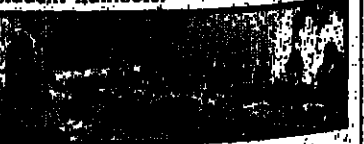
An equal opportunities convention, giving pupils the opportunity to talk to more than 30 people in non-traditional jobs, was held in Newcastle last week. It was organized by the local careers service and gave pupils a chance to view a range of jobs from male nursery nurse to female plumber.

Catering plea

More places are needed on full-time hotel and catering courses at all levels. And, according to the Hotel and Catering Industry Training Board, more part-time courses are required if there is not to be a further decline in the already low proportion of qualified managers, supervisors and craftspeople.

Literacy setback

Northern Ireland has fallen behind the rest of the United Kingdom in providing adult literacy schemes, according to Dr Jean Whyte, ex-chairman of the Adult Literacy Liaison Group. Dr Whyte, a member of the Northern Ireland Council for Continuing Education, said this had happened at a time when there was a steady increase in student numbers.



More girls

Lancing College, Sussex is increasing its intake of sixth-form girls from 35 to 75. Lancing, which first admitted girls in 1978, has a current roll of 540.

Village schools survive by local funds say heads

Village communities are raising as much as £100 per pupil to maintain standards at their local primary schools, according to members of the National Association for the Support of Small Schools.

Informal evidence presented at the association's annual conference in London last weekend by five headteachers and governors revealed examples of schools raising between £60 to £100 per head to keep going.

"It's not just the parents who are contributing in this way," said Mrs Molly Stiles, national co-ordinator of the NASSS. "It's somebody's second cousin or the lady who cleans the church who want to see the village school survive."

Mr Paul Jarman, head of St Mark's Church of England school in Hadlow Down, East Sussex, said £2,000 had been raised in the past year at his school where 29 children from 20 families were on roll.

Four more NASSS members gave similar evidence, including a first school head from Buckinghamshire who had surveyed 23 village schools with fewer than 60 pupils and found that most had raised funds worth 50 per cent or more of the capitation paid by the county.

Having established that small school education was "free" only in theory, the conference went on to condemn education vouchers as an "irrelevance" which did nothing to tackle

Sarah Bayliss reports from the National Association for the Support of Small Schools annual conference.

Issues facing schools today.

Mr Philip Walton, chairman of the NASSS, said: "They are an irrelevance and I am very wary of ideas like this that come from above rather than below."

Mr Philip Toogood, former head of Madeley Court comprehensive in Shropshire and currently a teacher at the Small School in Harland, Devon, said vouchers were a populist move, giving a false impression of handing power to parents. If the Government was genuinely committed to parental involvement it should follow Denmark's example where teachers and parents could get 85 per cent state funding for establishing their own schools with 12 or more pupils.

A Danish system transported to Britain might produce a great diversity of schools including a "crop" of Maoist schools, National Front schools and schools where religious groups could "prey" on children. But Mr Toogood believed some "radical restructuring" of British education was necessary given its "impending breakdown".

Inspectors judge on merit rather than size

HMI inspectors judge small schools on their educational merits and believe the future of individual schools should be decided in the same way, case by case.

Addressing the conference, Mr Jim Rose, chief HMI for primary education, said: "There is good work in small schools and good work in larger schools... Our views of small schools are by no means unfavourable."

Published HMI reports showed small schools could be innovative. Good examples included those which had established federations with other schools, where local education authority advisers were used in a very constructive way, where the local environment was used as a rich resource, and where children were encouraged to be articulate in spoken language as well as written work.

High standards of behaviour and good quality relationships between teachers and pupils had also been observed by HMI in small schools.

But they had also observed great inequalities and because of the inherently limited number of teachers in

small schools, there was a tendency for standards to vary considerably while some schools were good, offering a broad curriculum, others failed to do so.

"It's the variation that concerns us most, putting it frankly and honestly," he said.

Since 1974, the number of primary-aged children had fallen by 24 per cent and one of the most dramatic results was the emergence of small urban primaries. Small schools were no longer a rural phenomenon.

The number of "unusually small" schools - with fewer than 25 pupils - had remained fairly constant: 317 in 1978 compared with 323 in 1985. There would always be a need for some small schools, largely because of geographical isolation.

Schools which had between 26 and 50 pupils had increased from 1,345 in 1978 to 1,439 in 1985 and those with between 51 and 100 pupils had gone up from 2,442 in 1978 to 2,657. At the other extreme large primaries with 600 pupils or more had plummeted from 73 in 1978 to 19 today.

Teachers urged to take risks

by Sarah Farley

The courage to take risks is one of the key qualities primary teachers need, a Royal Society of Arts conference was told last week.

But staff were warned they had to develop the practical skills of competence, coping, creativity and co-operation before exposing themselves to the danger of saying to children: "Tell me what you want to learn."

The conference, on the "education for capability" approach to learning, was reminded that having the nerve to allow pupils more say in what they studied required teachers to believe in their own professionalisation.

One teacher said: "Sometimes you find a seven-year-old knows more about a particular subject than you, so you have to admit that you aren't the

fount of all knowledge." Mrs Shirley Fitzpatrick, a teacher at Yorkbrook Infants' school, Stoke-on-Trent, which won recognition from the RSA's education for capability scheme last year, added: "You also have to trust the children. It is surprising how perceptive they are about each other's abilities."

Convincing colleagues, parents and school governors that "education for capability" was more than the latest teaching fashion also demanded a confidence that was often hard for a single, isolated teacher to muster.

Mrs Fitzpatrick said: "When you are used to teaching in a conventional manner as I was, adapting to such an open style of teaching is not a comfortable experience. But it's less of a risk than you think."

PRIMARY



In good taste: More than 150 parents at the Jubilee primary school in east London went back to school last week, enticed by a free meal.

The food-tasting session was organized jointly by the school's PTA and meals staff to show parents what is on offer every lunchtime.

The school kitchen bakes wholemeal bread and serves a range of salad and vegetable dishes. "We were able to show parents how meals have improved out of all recognition," said Mr Eric Heggie, the head. "We could also reassure Muslim parents that we were catering for their dietary rules as well as offering the usual English favourites."

The session was held in the evening and coincided with the PTA's annual meeting.

Current affairs

Gloucestershire education authority has obtained a £4,000 sponsorship from the Central Electricity Generating Board to run a project on electricity in all the county's primary schools.

The CEGB is helping to provide workshops for primary teachers and a subsidised pack of materials which includes a battery charger and rechargeable batteries.

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Union irked by absentee governors

Primary school governors should step down unless they can visit their school occasionally for at least half a day, a teachers' union has claimed.

In a detailed response to the Thomas Report on inner London primary schools, the capital's NASUWT branch says: "There are many individuals who have never visited their school in session and therefore can only speak hypothetically."

"Teachers sometimes find this amusing, but more often it is exasperating and counter-productive."

The union calls on the IEA to investigate ways of enabling governors in full-time jobs to visit schools within working hours.

The response, which is being sent to the IEA, emphasizes the pressure teachers are under, the need for smaller classes and the shortage of funds for good quality music teaching, adequate computer education, maths consultants, drama and physical education.

Non-contact time - at least 10 per cent of the timetable - must be available, especially if school development plans are to be drawn up and carried through, as Thomas recommended.

The NASUWT is strongly against any suggestion that teachers should be formally encouraged to visit families at home, except when a child is ill. "We regard it as dangerous and unprofessional for teachers to visit children's homes in any form."

On parental involvement it warns that "the role of casual unpaid labour needs to be investigated."

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sections of the clear and concisely written revision text.

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So when your students look to you for advice on home revision, recommend Let's.

Because school examinations can't be helped. But the people who have to take them certainly can.



SCHOOL TO WORK

ILEA offers shot in the arm for 17-plus

The Inner London Education Authority has decided to throw its full weight behind the controversial new 17-plus qualification, the Certificate of Vocational Education.

ILEA this week launched a determined campaign to persuade large numbers of the capital's 16-year-olds to enrol for the new courses rather than study for traditional academic exams.

ILEA's enthusiasm for the 17-plus, which is based on work-related studies and the learning of practical work skills, contrasts strongly with its reservations - or outright hostility - towards other Government-backed moves to bring more vocational courses into the schools.

The preparation of teaching materials for the 17-plus courses and of publicity material aimed at pupils, parents, and teachers, has been a priority task for ILEA's media resources branch. Some 700 teachers, half of them from schools and the rest from further education colleges, have attended in-service courses funded by grants from the Manpower Services Commission and the DES and another 450 are expected to train next year.

Dr Barbara Hilton, who heads the authority's further education inspectorate, said it expected to have at least one CPVE-trained teacher in each of the schools and colleges next year. Schools would be offering at least a restricted range of courses, some linked with colleges and others provided by sponsors of schools.

There is no question of the courses being a second-best for drop-outs from the academic race, claims Dr Hilton.

She says that there is clear evidence from the handful of courses already running that the 17-plus can attract high ability pupils. Among a group of CPVE students from North London schools who were invited to a conference to launch the campaign on Wednesday were some with six O levels.

"We see the CPVE as offering an alternative to A levels which can lead into higher education where that is appropriate," says Dr Hilton.

She sees no inconsistency between ILEA's espousal of the CPVE and its resistance to schemes like the TVEI which introduce vocationally-oriented courses for the under-16s. Dr Hilton points to the Hargreaves report - the widely-acclaimed strategy for secondary education produced by the authority's chief inspector, which envisages a curriculum offering practical learning to all pupils up to 16 - and argues that the CPVE would provide a natural progression for many of them.

But Mr Michael Marland, head of North Westminster community school, voiced reservations on the campaign. He fears that enthusiasm for the CPVE may lead ILEA to discourage pupils from taking or retaking O levels in the sixth: that, he warns, would damage the principle of offering everyone a chance to pursue academic attainment.

Science pay shocks ICI chief

The head of Britain's biggest science-based manufacturing company this week confessed his shock at the treatment of science teachers.

Sir John Harvey-Jones, chairman of ICI, joined the growing band of senior industrialists who are warning that the Government's handling of education threatens the country's economic future.

At his installation as Chancellor of Bradford University last Friday Sir John said that on a visit to the Association of Science Teachers earlier this year he was shocked to see how low the morale was. "I wonder how as a country we can possibly hope to attract such motivated people to develop our young talent with the sort of salaries, prospects, and general standing in society that we accord them."

think we should consider ourselves lucky that there are still so many people who are prepared to devote their lives to this cause."

Sir John called on the full authority of his industrial eminence to lecture the Government. He insisted that holding the job in industry that he did, he was in a position to know how much industrial success depended on a successful technical education system - successful not only in research but in producing highly trained and motivated young people who would seek careers in industry and enable it to compete in world markets.

"I can't help feeling alarmed at the

trends in technical education both at the university level and in the education system at large and I am conscious that it is only by having access to the best quality people in the world that we can compete," he said.

Sir John went on of his way to make it clear that this did not only mean ensuring the proper resourcing of higher education. "Interest in science and technology, which indeed represents the main hope for the future of our country, is steered at early stages of the educational system by devoted science teachers who alone can kindle that first spark of interest. Without enough good people coming forward who wish to follow those careers, no matter how good our university system we cannot succeed," he warned.

Noticeboard and picture, page 20.

Edited by
Mark Jackson

Careers Diary

The annual schools open day at Birmingham is planned for April 25. (Overnight accommodation is available at £5 bed and breakfast. Details from the Registrar's Office.)

Bristol is holding sixth-form previews on April 26 and 30; a 15-minute video is also available. (Details from Mrs Pat Rayfield at the Information Office.)

Finally Hull can accept visits from groups of students, preferably on the following dates: May 7, 15 and 27; June 9, 19 and 25; July 2 and 8; September 16; October 9 and 27; and November 12. (Contact: Richard Lister in the Admissions Office.)

The Engineering Industry Training Board also announces its "Insight '86" scheme run in conjunction with nine universities and two polytechnics, to encourage girls into engineering. There will be 45 places available at each venue and the only expense incurred will be travel to and from the course. The programmes are as follows:

Bath University July 6 to 8;
Birmingham University July 13 to 18;
Bradford University July 13 to 18;
Cardiff University July 13 to 18;
Harriet Watt University June 29 to July 5;

Imperial College London June 30 to July 5;
Newcastle Polytechnic July 13 to 18;
Nottingham University July 20 to 26;
Oxford University July 6 to 11;
Portsmouth Polytechnic July 14 to 18; and
Salford University July 13 to 19.

To be eligible, girls must be in the first year of a sixth-form course and should be studying mathematics, physics and at least one other subject for A level. (In Scotland they should already be studying mathematics and physics at SCE H Grade or intend to do so in the next academic year.)

Further copies of the leaflet describing the scheme and the application forms should be obtained from: Doug Ward, EITB, Crown House, Seacroft Town Centre, Leeds LS14 6LY. Closing date for applications is May 9.

Brian Heap

RM NIMBUS WINDOWS WIDEN YOUR VIEW

Windows,* the latest software advance from Microsoft, lets you look at computing in a new light - and RM Nimbus, with its brilliant graphics, makes the most of this new facility.

Now you can run MS-DOS packages, several at a time, each in its own window. You can work on your spreadsheet without having to leave your database system, and by using the mouse to point your way around the on-screen icons, you don't have to remember file names or look up operating system commands.

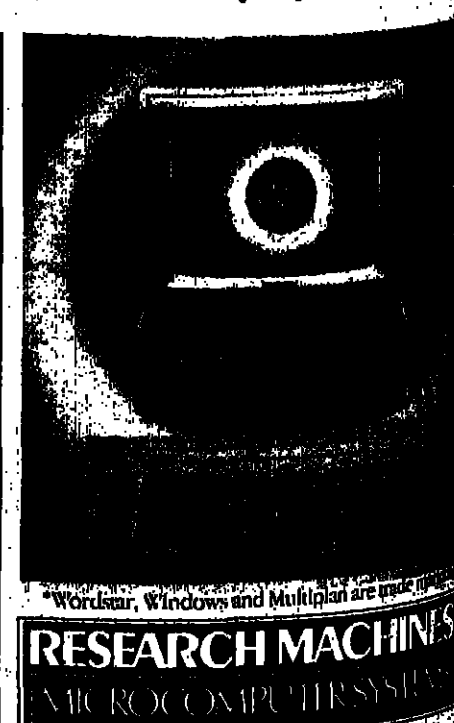
You can create reports by pasting in different data from different packages by different suppliers. For example, you can write text with MicroPro Wordstar* and integrate it with spreadsheet figures from Microsoft Multiplan.* And then illustrate your

report with diagrams and headings in special fonts using facilities provided free with the operating system.

And this is just the beginning. Software vendors are working on a new generation of applications to exploit the outstanding graphics and ease of use made possible by Windows.

This advanced environment needs extra processing power, ultra fast graphics and a large main memory to be effective. With its 8MHz, 80186 processor, up to 1Mb of addressable RAM and custom colour graphics chip, Nimbus makes Windows work for you.

Windows on Nimbus. The natural choice. For further information, contact Research Machines Ltd., Mill Street, Oxford OX2 0BW. Tel: Oxford (0865) 249866.

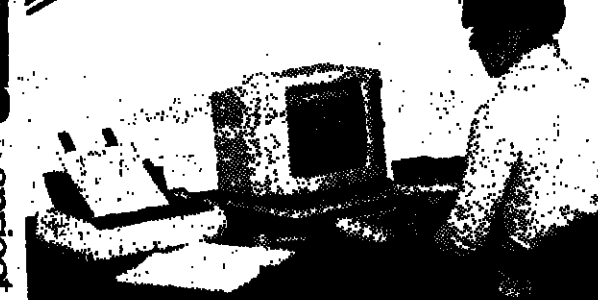


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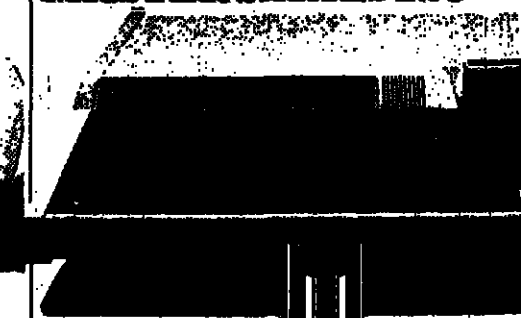


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Texas puts teachers to the test

UNITED STATES

Bill Norris reports on a competency exam which places staff jobs on the line

Teachers across America were watching Texas very closely last week. There, in schools throughout the largest state in the union, 210,000 teachers were sitting an examination which will determine whether or not they keep their jobs.

And there is concern that Texas has set a precedent which will rapidly be repeated elsewhere. Indeed, more than a dozen states have similar legislation in the pipeline.

The Texas teachers sat the exam under protest, but there were no boycotts. "They thought it was kind of an insult and a waste of their time," said Brad Ritter, spokesman for the Texas State Teachers' Association. "Most of them did not find it too difficult."

The association had made an unsuccessful challenge against the test in the courts, arguing that local school boards should decide whether teachers were competent.

Among those taking the test was the Texas Education Commissioner, Mr William Kirby, who is a qualified teacher. Mr Kirby took more than two hours to complete the paper, and emerged with a sweating brow and a shirt pocket filled with 2B pencils. "Everyone is taking their time, being careful," he said. "There's a lot riding on these tests. Folks' jobs are riding on them. Mine, too."

Mr Kirby said later that the exam was not designed to gauge how good teachers were, but only to find out whether they could read and write. "It wasn't easy," he added.

Some teachers disagreed. Patti Turman, who teaches at an elementary school in Austin, was first to finish. "It was a piece of cake," she said. "A lot of my students could have answered those questions. If you think that test,

you shouldn't be teaching. You shouldn't have gotten a certificate in the first place."

Nevertheless, Mr Kirby is estimating that one in ten of the teachers will fail the exam, which consists of 55 multiple choice questions, 30 on writing skills - and a 150-word essay. They will get a second chance in June, at the end of the school year, and those who fail again will lose their teaching certificates and their jobs.

The Texas move is the second stage of an attempt to hoist the state from its lowly 46th position in educational achievement among the states. The first was the controversial "no-pass-no-play" law, which barred high school students from extracurricular activities if they failed to make the academic grade. That rule seems to be meeting with some success, though it is still

being fought in the courts, and officials are hoping that "no pass - no pay" will have a similar impact.

"I think the tests will establish that Texas should be proud of its teachers," said Mr Kirby. "Then we can move on to creating a stronger climate for them. I'm really concerned about teacher morale. It's as low as I've ever seen it in 25 years. They think nobody likes them - that everybody's down on them."

Decades of minimal funding and academic neglect in the southern states have led to the present drive for competency, and Arkansas and Georgia already have teacher-testing.

Their rules, however, are much less stringent than those now being implemented in Texas. Arkansas gives teachers three years and as many chances as they like to pass the exam,

and Georgia exempts about half its teachers from testing.

Texas exempts nobody, though the commissioner may grant a one-year emergency waiver to those who fail at the second attempt. After that, their only appeal is to the courts.

Mr Ernest Boyer, former US commissioner of education and director of the Carnegie Foundation for the Advancement of Teaching, has called the Texas test "the first big, serious, post-degree, post-certification look at the capacity, competency and ability of those who teach our children."

The exam, which was set by the Texas Education Agency at a cost of \$4.8 million, is being marked by National Computer Systems, Inc., an Iowa testing company. The passing grade is 75 per cent, and results should be known by May 1.

What they were asked...

These are samples of the questions the Texas teachers were asked to answer: "How should you abbreviate the name, United Nations Educational, Scientific, and Cultural Organization? (a) UNESCO; (b) UNRRRA; (c) USBGN; or (d) USCO?"

(1) Dear Dr Pashley: (2) Last Fall, I had the pleasure of making your acquaintance at an educational conference in Austin. (3) We discussed, at that time, the possibility of future employment in your school district. (4) I am currently considering a move to your area and would appreciate an opportunity to meet with you. (5) I will call your office next week to find out if there is a time that is convenient to you."

In which part of the above communication, if any, is there an error in spelling? (a) Part (3); (b) Part (4); (c) Part (5); or (d) None of the above.

(1) To whom it may concern: (2) I am interested in obtaining any historical information you might have regarding the Galveston area. (3) I am a fifth-grade teacher at Lincoln Elementary School. (4) My students will be writing reports on historical aspects of the city

of Galveston. (5) A city of fascinating heritage. (6) Thank you in advance for any information you can send."

In which part of the above communication, if any, is there an error in sentence formation? (a) Part (3); (b) Part (4); (c) Part (5); or (d) None of the above.

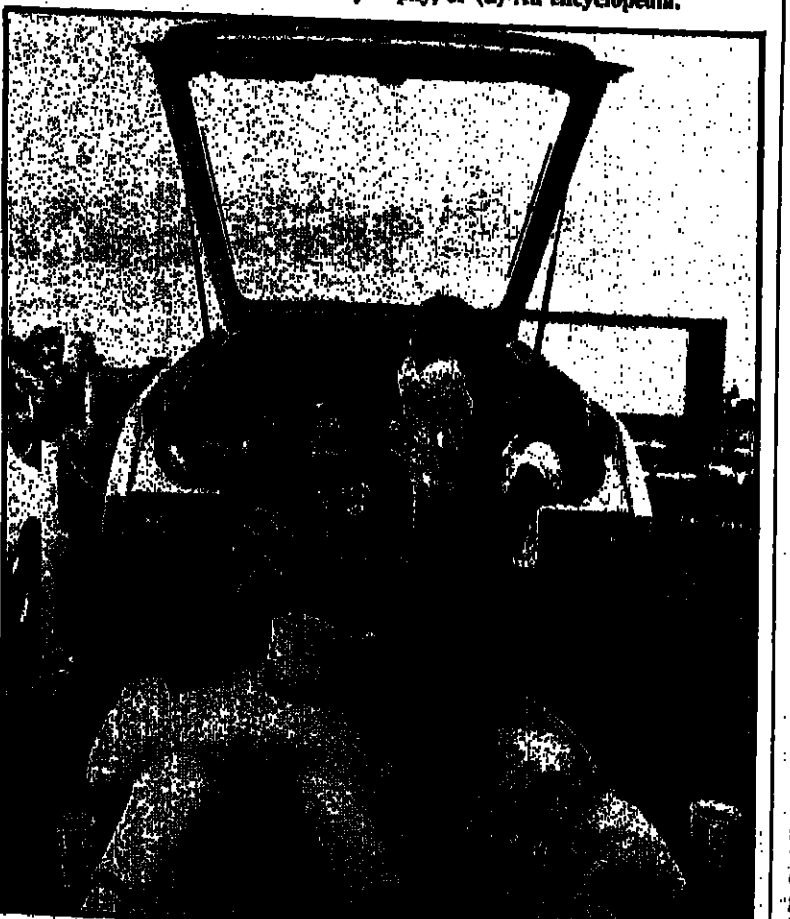
(1) Bruce, (2) You did a fine job in your book report. (3) The conclusion was both insightful and well written. (4) However, your plot analysis did misrepresent a few details. (5) Before I assign a grade, please revise your report, and make certain that all plot details are stated as accurately as possible."

In which part of the above communication, if any, is there an error in English usage? (a) Part (2); (b) Part (3); (c) Part (4); or (d) None of the above. "The American Association for the Advancement of Science (AAAS) has just published the first major review of the quality of biology textbooks. A total of 35 biology textbooks and additional materials used in junior and senior high schools across the country were considered. Each textbook was reviewed by

a current junior or senior high school teacher, a science curriculum specialist, and a biologist. The reviewers assessed the level of difficulty, the content, and the organization of each textbook, as well as the textbooks' illustrations. The review includes recommendations for or against a textbook's use."

Which of the following is the best statement of the main idea of this selection? (a) A comprehensive review of textbooks in all subject areas was just completed by the AAAS; (b) A textbook review should include an evaluation of the level of difficulty, the content, the organization, and the illustrations of each textbook; (c) The quality of biology textbooks was reviewed by a team of three junior and senior high school biology teachers; or (d) The AAAS has completed an extensive review of biology textbooks and materials.

Where could an educator find the page on which the forward in a book begins? (a) A table of contents; (b) A library card catalogue; (c) A bibliography; or (d) An encyclopedia.



No weight worries for these children. But some youngsters start slimming at age nine.

Perils of pizza-eating

Pizza is off the menu in American schools this week. The reason: razor blades kept turning up in the crust. Following the discovery of one at a school in Memphis, Tennessee, two more were found in Florence, South Carolina.

The Department of Agriculture, which administers the school lunch program, has now ordered a nationwide search for razor blades in pizza. The search is being conducted by the FBI and the Department of Justice.

Young say 'nyet' to factory jobs

SOVIET UNION

Janet Price on a new stumbling-block to Mr Gorbachev's long-term economic plans

The sweeping educational reforms were introduced two years ago in failed to impress Mr Mikhail Gorbachev, the Soviet leader.

The reforms were designed to provide industry with employees who were better qualified and more committed to Communism. But a recent party Congress Mr Gorbachev admitted that the results of the reorganization were "not yet satisfactory."

His long-term aim is to shift industrial output by the year 2000 to be reminded the party that this will set "high demands on the schools and the professional training people."

The reforms were intended to increase the number of school graduates streamlining into vocational technical schools (PTUs) from 40 to 60 per cent. It appears that comparatively few pupils want to work in industry.

"I'm not going to be a cog in a machine," said Boris, a 16-year-old Moscow schoolboy. "Personality is swallowed up in factories - it's boring that people start drinking. One of my class wants that life - want creative jobs."

A teacher in a small town north of Moscow was instructed to streamline the 15-year-old pupils in her form into PTUs. But she only managed to squeeze 15 reluctant candidates out of the 42-strong class. PTUs have a bad reputation for lack of discipline and shoddy buildings. The national teaching newspaper *Uchitel'skaya Gazeta* reported one case of a mother fainting on hearing her son volunteered for the PTU.

Misha, a curly-haired 15-year-old boy, is frustrated that pupils can choose their vocational training, but has been apprenticed as a machine-tool processor, and his girlfriend is a house-painter. Neither intends to pursue these trades.

Many teachers have been writing the press to add their voices to criticism of the sluggish reform. "To teach our pupils about the progress of modern industry," observed one Minsk headmistress, "and then to turn them off to a factory where they are surrounded by outdated equipment."

A teachers' union official from Ukraine said uncooperative industrial managers were to blame for the lamentable state of vocational training. "Go to any enterprise and the director, chief engineer and chairman of the trade union committee - who are unanimously approved the school reform - are not only neglecting to create new workplaces for pupils, but couldn't care less that they are not being paid wages."

At the Congress, Mrs M Yakubova, the headmistress of an Ukrainian orphanage, suggested creating a special industrial shop-floor for school leavers exclusively by school-leavers on vocational training. Factory managers often set the pupils to work on most antiquated equipment, she said, and then virtually ignored them.

Mrs Yakubova also insisted that schools should strive harder to prevent pupils who would become "parasitic builders of socialism." She suggested that biology lessons should be used to assert the non-existence of God. A geography teacher commented that her subject to accentuate the economic interests of the world's proletariat.

One 15-year-old schoolboy, Natasha, admitted, however, that pupils took "all this propaganda" with a large pinch of salt. Ironically, she, the political prefect of her school, looks good on my report. "I don't pose a lecture for the class. All I read a chunk out of *Frankie*. We all read a chunk out of *Frankie*. We all

Secondary moderns lose out in the numbers battle

WEST GERMANY

Paul Bendelow reports on one of the victims of falling rolls

Falling rolls are intensifying competition between grammar schools and comprehensives and threatening to bring about the demise of the secondary modern.

The decline in the birth-rate since the mid-1960s has reduced the school population by a quarter, from 10 million to 7.5 million, over the past 10 years, entailing school closures and highlighting differing regional priorities.

In North Rhine-Westphalia, the most populous federal state, the regional education ministry has predicted a further 10 per cent drop in pupil number by 1993 in densely populated areas like the Ruhr. Particularly badly hit are the state's *Hauptschulen* (secondary moderns), which have lost 35 per cent of their pupils since 1978 and last year, for the first time, had a smaller intake than the *Gymnasien* (grammar schools).

Although traditionally the minority option in the tripartite system, intended as a through road to higher education, the *Gymnasien* are now attracting, on average, a third of primary school leavers, and up to 40 per cent in high density areas. Growing youth unemployment and stiff competition for training vacancies have convinced many parents that the A level equivalent, *Abitur*, offers their children the best career spring-board.

Choice of secondary school is determined not by examination but by the parent, backed by primary school recommendation, and the *Gymnasien* are increasingly enrolling children who would previously have taken a non-academic option. Last year, fewer than 60 per cent of grammar school leavers intended to go on to higher education, compared with 90 per cent in 1972.

This shift in the role of the *Gymnasien* has been accompanied by aggressive recruiting campaigns and some teachers have even paid for leaflets and newspaper advertisements themselves. In addition, many *Gymnasien* are adopting ideas pioneered in the comprehensives, such as group projects, practical activities and wide-ranging extra-curricular programmes, in order to broaden their appeal.

This has led the teachers' union VBE (Verband Bildung und Erziehung), many of whose members are *Hauptschule* teachers, to complain of a "distortion" of the grammar school. Herr Uwe Franke, regional VBE chairman for North Rhine-Westphalia, accused the *Gymnasien* of "thrusting themselves forward as a sort of high-class comprehensive for all

primary school leavers". Competition for pupils and a shortage of teachers had put the *Hauptschule* under threat of extinction, he said.

Of particular concern is the devaluation of the *Hauptschule* school leaving certificate on the training market. According to figures issued by the Institute of German Industries, the proportion of trainees with *Hauptschule* qualifications slipped from 80 per cent in 1970 to 42 per cent in 1983, adding substance to the oft-quoted view that the *Hauptschule* has become West Germany's "left-overs' school".

The main competitor of the *Hauptschule* in North Rhine-Westphalia continues to be the comprehensive sector, which actually registered an increase in intake of 3.4 per cent last year. Only areas with no local comprehensive showed increased preference for the *Gymnasium*. North Rhine-Westphalia is planning to add a further eight comprehensives this year to the existing 62.

The growing popularity of comprehensives reflects to some extent their reputation as "easier schools" which cope better with "problem children" than traditional tripartite schools. But comprehensives have been less successful in attracting more able children, who continue to be "creamed off" by the *Gymnasien*, according to Frau Christa Lohmann, head of the Comprehensive School Association.

The comprehensives' very existence is in question in Conservative-led regions, where it is frequently argued that increased flexibility of movement between the tripartite school types has obviated the need for comprehensives.

One region attempting to offer a clear alternative is Saarland, where unequivocal support for the comprehensive system helped the Social Democrats to victory last year. The new education minister, Herr Dieter Breitenbach, plans "second generation comprehensives" similar to British community schools. They would be of "manageable" size and enjoy greater autonomy than comprehensives elsewhere in the country.

It is likely, however, that the support the minister's plans have received, even in Conservative areas of Saarland, has more to do with anxiety about losing local schools because of falling rolls than with wholehearted commitment to the comprehensive principle.

The centre-right Government in Bonn remains unconvinced of the need to go comprehensive in order to implement community education ideas. The Federal Education Ministry announced it would not help fund any Saarland projects "serving the expansion of comprehensive education even under a new label."

Ministry plans to sidestep leavers' exam boycott

IRISH REPUBLIC

The Education Ministry in Dublin is drawing up contingency plans for running public examinations in June which Irish teachers are threatening to "black" because of a row over a 10 per cent arbitration award.

Primary and secondary teachers are engaged in a series of three-day strikes and their annual Easter conferences will discuss further action including the blacking of exams.

Every year about 5,000 teachers superintend and mark the exam for

which they get paid extra. The threat to hit exams has prompted education officials to prepare advertisements which will invite applicants to do the work normally done by the teachers. This would mean that the leaving certificate could go ahead but other exams might have to be shelved.

If the teachers decide to refuse to handle the exams they say they will seek the support of other unions. They also warn that if school inspectors carry out their work they will withdraw cooperation in future.

John Walsh

Where work experience is clearing the jungle

Spear making, motu cookery, English grammar and keeping the jungle at bay are all in a day's work for the 300 pupils at the Solomon Islands' Goldie College boarding school.

The mission secondary school is one of only seven on the islands which offers tuition up to school certificate level, and its curriculum combines formal lessons with work experience.

This is gained each afternoon as the pupils cut grass, maintain the school buildings, look after animals at the school farm, and prepare meals. Shelagh Hilling, a teacher who is one of the few Britons working there, says: "Such work is essential because we're short staffed. But the most important duty is water carrying. The school, which is marooned on its own 12-kilometre island, has no running water and so depends on rain for drinking and washing. Drought is the outcome of three consecutive dry days." Fortunately, this rarely happens, thanks to the islands' 98 per cent humidity.

The school year is divided into two long terms of 20-weeks each, and lessons (which begin just after 7 each morning) combine a western style curriculum with echoes of the islands' culture. In addition to maths, science, RE and social studies, pupils study local agriculture, crafts and cookery.

Craft, for example, includes traditional shield and spear making - props which prove useful during inter-school tribal dance competitions. Home eco-



School photograph... Shelagh Hilling with some of her pupils

nomics is particularly broad-based, linking talks on nutrition with practical sessions in coconut cake making and creating saucers from banana leaves. The latter are used to wrap fish, sweet potatoes and yam in preparation for cooking in the motu "oven" - hot stones piled over a fire and covered by sacks to keep the heat in.

English is another subject which mixes western and local traditions. Pidgin is the islanders' universal language, but youngsters aspiring to careers in the post or customs offices must learn the rudiments of grammar from Fijian textbooks.

"All the pupils are keen and anxious to learn", says Shelagh. "Secondary education isn't compulsory in the Solomons, so pupils who passed the exam to come to Goldie are here from choice rather than coercion."

Unlike British schools, each class

has a vast age range. This year's form two, for example, includes 13 to 17-year-olds and some pupils are in their early 20s when they leave.

Not all complete the five years. Some leave after the third-form, return to their villages and work in agriculture or market gardening. But those who stay the course can subsequently opt for a year's study in the capital Honiara before entering university either in Fiji or Papua New Guinea.

As the Solomon Islands' secondary school curriculum hasn't been finalized, teachers spend much of their time evolving and updating teaching methods and materials. To coordinate this work, fortnight-long curriculum development workshops involving the entire teaching profession are run each year.

Iola Smith

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One nine-year-old said after her mother gained three pounds: "She told me that she had to go on a diet. She hoped that I would diet with her."

Hans Steiner, director of the eating disorder programme at Stanford Hospital, believes that encouraging young pupils to diet is misguided. "This kind of a narrow focus tends to take their minds off other things that developmentally speaking are more important," he says.

The press is blamed for the emphasis on looking thin. Almost every week, a story appears in one of the many teen magazines about the latest way to lose weight. Girls' favourite actresses profit from slimming advice on chat shows, and the children can recite the words to television commercials for diet pills.

Tiffanie Garissa, nine, talks knowledgeably about bulimia, an eating disorder where victims go on food binges and then purge themselves by vomiting. She learned about it from the television series *Diff'rent Strokes*. These children are also concerned about what boys will think of them. "Probably boys like thinner girls better," says convent student Karmagh Fuller. "They might think a fat girl was a blimp and stupid."

The consensus of several nine-year-old boys at Roothop School in San Francisco is that personality is more important than looks. "But," admitted Ben Black, "I guess I'd rather go out with a skinny girl. It's fat girls come over to my house. I wouldn't like it so much because I'd be eating and she'd be hogging my food."

Shoring up the architecture workshops

Sir - Following the letter you published "Urban centres provide an inner cities forum" (TES, February 28) I, too, would like to add my voice in support of the role of urban studies centres.

The "urban studies centre" and the less familiar "architecture workshop" represent organizations that have developed a physical presence in many urban areas. Unfortunately, their very success at raising the level of environmental awareness within the educational community, can sometimes remove from sight the eventual and ultimate objective of influencing the establishment.

Many centres fight a continual battle to secure funding and suffer the annual upheaval of MSC staff changes. This adds to the frustration of providing in many instances an excellent service to schools and communities on the one hand, while not having the appropriate investment even if only as a means of recognizing the quality of that service on the other hand. In principle, experiential and issue-based learning as a means ought to be available in the classroom. In some instances, urban studies centres have been able to develop experience in this area where schools have been lacking.

The process of establishing and

operating a centre, should be wholly within the establishment. I mean the school. Experience has shown that most environmental education organizations who wish to make an input to mainstream education have to settle for a compromise to be effective. The day-to-day operation of that reinforces the view that independence has considerable advantages while exercising a contribution to the curriculum.

There are exceptions, particularly when some I.E.S.s have taken on centres as their own to the extent of employing and seconding staff as well as providing property. Such centres have the type of teacher centre status which includes access to authority curriculum development thinking and INSET provision. Another exception can be found in some heritage centres. Having taught in a village college and having established an architecture workshop in that school, I would urge teachers to take the initiative and begin to see the advantages of working with such groups as architects, planners, and engineers.

NIGEL FROST
Co-ordinator, architecture workshops
and architects-in-schools,
Royal Institute of British Architects
London W1



Some schools make the mistake of thinking that only exotic environments are worth investigating

Hidden treasure in the back-garden

Sir - Having read with considerable interest the developing correspondence on urban studies following the publication of "Faith in the city", may I add a couple of comments?

First, the knowledge base needed for the urban studies curriculum must be based upon adequate local-scale research as well as socio-economic theory and individual experience.

Urban studies centres are a valuable focus for such research and must increasingly develop that role in tandem with their contribution to experiential work if they are to retain credibility.

Local business and industry, their structures, needs and impacts are as vital as areas of study as the (by now) established aesthetic and environmen-

tal aspects of the urban scene.

Second, most urban studies centres have an inner city or historic town location, although the new towns are also represented. Other urban areas have their problems too, and we must not fall into the "fieldwork trap" of assuming that only exotic environments are worthy of investigation. Much school-based settlement study could develop from local initiatives, such as the recent Domesday 900 survey.

MICHAEL F HOPKINSON
Director
Environment and Planning
Research Unit
Bedford College
of Higher Education
Bedford

Safety drills

Sir - Mary Cruickshank in her article "Better safe than..." (TES, February 28) quite rightly comments on the fact that the National Association for Environmental Education is about to reprint its two guides *Organisation of an Out of School Visit*. In view of the many new initiatives by local authorities and others in the publication of guidelines for school visits the NAEE will be pleased to include reference to these booklets. Readers are asked to send me any information on this subject.

My association welcomes any initiative to make work with children out of doors safer and in this respect the Basic Expedition Training Award (BETA) is another step in the right direction. However, it requires only a casual observer to see that much attention needs to be given to the control of school groups who are out of school for whatever reason.

Most out-of-school expeditions occur in the immediate locality of the school, ranging from visits to swimming baths, to participation in traffic surveys, from visiting theatres to study of the local environment. No award scheme can cater for this range of activity. Every teacher ought to be competent to handle these situations efficiently. My association believes that this can best be tackled during their initial teacher training period by including training and practice in taking pupils out of school.

P D NEAL
General Secretary
National Association for
Environmental Education
West Midlands College of HE
Gorway
Walsall

War relic

Sir - I write in support of last Thursday's industrial action over midday supervision taken by members of the National Association of Headteachers. It is a miracle that this has not happened before - in fact, on any day since the end of the Second World War.

The dinner-time supervision issue dates back to the early months of the War. Dinner duties were undertaken, in primary schools at least, as part of the teachers' wartime effort, to ensure that:

- children had an adequate meal at

midday - no matter how short of rations we were because of Hitler's U-boats;

- children were under proper care and supervision in the event of the possible air attack (teachers were trained in getting a schoolful of children into air-raid shelters within a minute of the sirens tuning-up).

After the War, teachers carried on with this lunchtime care and supervision, expecting that, eventually, the duties would cease. But they didn't. Instead, successive governments, ably abetted by various groups (who saw the need for both parents to go out to work) saw fit to maintain the school meals service.

In 1968, the teachers (and, theoretically, the headteachers) obtained the right to opt out of dinner-time supervision. At first, comparatively few teachers opted out, but since then, with each fresh piece of industrial action giving teachers a taste of real lunchtime freedom, more and more teachers have opted out.

As a result, the headteacher has been left in far too many schools to carry the burden, supported only by well-meaning, but untrained, midday supervisory assistants - "dingy-ladies" to most people.

I think it is high time that teachers were demobbed from their wartime duty. There used to be a saying in the forces, "Roll on death - demob's too slow!" For some teachers and heads that has, in fact, been true.

RUPERT NORRIS
Retired Sheffield headteacher
196 Baslow Road
Totley
Sheffield

Genuine articles

Sir - I was interested to see a mention of one of our museums in the article "Going west and to Wales" in your schools visits EXTRA (February 28). Unfortunately, your contributor misread the name of the museum and what was worse, thought that our aircraft engines were all replicas! I was also sorry to see that our contact address had been omitted from the list at the end of the article.

Bristol Industrial Museum is one of seven museums run by the City of Bristol. About 1,000 school groups visit these museums each year, and our education service is available to help teachers make the best use of this valuable resource. Apart from the

Industrial Museum, there is the Georgian House, The Red Lodge, St Nicholas Church Museum, Blaise Castle House Museum, the Maritime Heritage Centre and the main Museum and Art Gallery.

Admission to all these museums is free but teachers must book visits in order to avoid congestion. Details of the museums, booking arrangements and the range of resources and facilities available can be obtained from the education service.

ANDREW MATHIESON
Education service organizer
City of Bristol Museum
and Art Gallery
Queen's Road
Bristol BS8 1RL

Grammar glut

Sir - As the father of three sons currently following engineering courses in higher education I am possibly well qualified to comment on your recent report that six leading engineering professors have urged schools to resume more rigorous teaching of English grammar. (TES, February 28).

My sons each possess O level English language (though I still have reservations about their spelling and punctuation) and presumably, a basic competence in writing.

However, during their two years in the sixth-form, mainly studying mathematics and physics - the very subjects essential to gain them places on engineering courses - they generally worked in a "language" completely incomprehensible to me. I am not in the least surprised that it didn't train them to "argue for complicated proposals", though one might have expected rather more skill in making "precise scientific statements".

I must admit, however, that I had always imagined (wrongly, apparently) that science and mathematics trained students in "clear thinking". All of these, however, require certain intellectual qualities and a fairly sophisticated linguistic ability.

No return to "basic English" - grammar, spelling, and punctuation - will of itself remedy this, even though it could provide a help towards clarity of expression.

Throughout the sixth-form students need to continue to write, scientifically and creatively. A diet of "English grammar" will not of itself solve the problems; a sensitive concern for language, encouraged by using it in a variety of contexts, will - something that should typify all our English work, not just at AS level.

PETER KING
Director of English Studies
The George Ward School
Melksham
Wiltshire

Mission control

Sir - Anne Sofer ("Personal Column", TES, February 28) is correct to advise us of the inconsistencies in the Education Bill when it comes to control of the curriculum, but she is wrong to worry about it.

The Protestant work ethic, the universal values, traditional middle-class values, institutional protection and inertia control the curriculum. Faced with these, need we worry about whose signature is on the paper?

KENNETH RUDDIMAN
Principal
Wakefield District College

Welsh wealth

Sir - I must protest at the way my article in *Planet* on Welsh Joint Education Committee A level English was misrepresented as an attack on teachers and on Anglo-Welsh literature (TES, February 21).

My article is complimentary to teachers. It states that during "the rise and rise of teacher influence" examiners' access to classroom experience has been generally beneficial; it stresses that "in English, at least, a good job is being done by all concerned". As a chief examiner I have, of course, been aware of hostility to A level from some of those who teach the less academic but I have also developed great respect for A level English teachers, who do a fine job under increasingly difficult circumstances. Implicit in what I wrote is support for the latter and for the present satisfactory situation.

As for Anglo-Welsh literature: it is "weak in drama and limited in the novel" but strong in short fiction and, if one thinks of Herbert, Vaughan, Dylan Thomas, and R.S. Thomas, rich indeed in poetry. I support the presence of Anglo-Welsh writing in the syllabus and on the practical-criticism paper. My article was concerned with the insurmountable objections to including more than the present amount.

In passing, I referred to a suggestion that a separate "Welsh" English literature syllabus (Welsh literature in translation plus Anglo-Welsh literature) might be offered as an alternative to the present "English" one. I'm not

alone in regarding that as a non-starter.

In short, the statement that "a mixture of Welsh nationalism and anti-elitism is threatening the career prospects of many of Wales's brightest sixth-formers" is a travesty of my article. I'm sorry to find TES resorting to the simplified and the sensational.

DR JAMES A DAVIES
Department of English
University College of Swansea
Singleton Park
Swansea

Course partners

Sir - James Davies wants to step back 20 years, to the days when universities dictated to schools what should go on at A level and teachers were either patronized or ignored. For him, we are a privileged group large enough to carry the problems of A level English in Wales, a group which can be accused of rejecting "traditional" literature or (when it suits him) "hostile to excursions away from the main concourse of literature's hall of fame".

Such attacks on teachers may be politically popular; they are, however, unjust and confused. It is too easy for a university lecturer to see A level as preparing pupils simply for academic study. In practice, courses are designed in response to a variety of needs. One of these is certainly to prepare potential university students, another is to offer an appropriate course to pupils who, 10 years ago,

If unions feud, public sympathy fades away

Sir - I wonder how many teachers and parents in England and Wales feel that education should and could be a more major issue in the next General Election campaign than in any since the war.

The strongest, indeed the only, effective weapon we teachers have in our struggle against the Government is public opinion, which is at its most potent in the run-up to an election.

Our case for a substantial pay rise has wide public support when articulated in these terms: the acute shortage of teachers in crucial subjects like physics, technology and mathematics; comparisons with the pay of teachers in similar, industrialized countries; post-Houghton erosion; the expecta-

tions by the Government of more skilled teacher performance implicit in curriculum development projects like TVET and LAP and explicit in GCSE; and the vital importance of higher educational standards to our future as a nation.

Arguments between the many teacher organizations (I would include the NAHT and SHA in this criticism) have seriously hindered our cause and the byzantine manoeuvrings of our leaders in recent weeks have severely tested public goodwill.

Our leaders need to agree a common strategy for the 1986-87 negotiations which must include devoting more thought and energy to the task of carrying our parents and governors with us and the sustained and intelli-

gent lobbying of local councillors and MPs. This strategy will have to include negotiating about conditions of service, if for no better reason than the inability of the man in the street to understand the reluctance of some of us to do so.

If we cannot campaign in unison then we shall lose vital public support. Moreover, our divisions will give our critics too many chances to distract attention from the justice of our claim and its importance to the country's long-term future. What an opportunity we would then have wasted.

H M ROBERTS
Headteacher
The Cherwell School
Marston Ferry Road
Oxford

History debate

Sir - I read with interest the response (TES, February 21) of Ian Dawson, Denis Shemilt and Frances Blow to my query about the impact of Schools Council History on exam take-up.

Our advocates have frequently argued that the Schools Council approach has resulted in a higher take-up in exam classes; it is interesting to note that Mr Dawson *et al* "cannot immediately offer statistics to support HMI Slater's remark that the project 'had persuaded more pupils to continue with history'". It will be illuminating to see whether such statistics are ever forthcoming.

It is unfortunate that Mr Dawson and his colleagues seek to personalize the issues by commenting that "if Mr Fisher is unconvinced of the merits of the Schools Council History Project he is unlikely to teach it effectively and will therefore supply anecdotal evidence of its inadequacies". I have never been persuaded by the educa-

tional and historical arguments advocated by the SCHK, and do not teach it. My criticisms of the SCHK are not anecdotal, but based on what I see as its inherent limitations.

In this context, I welcome the call for a body to defend the interests of school history, as advocated by Mr Dawson *et al*. They are right to suggest that the Historical Association, despite much good work, is too general a body to undertake this task.

However, if a body for school history is to be set up, it would be a mistake to confine it to an enlarged HA Council. Many teachers cannot afford, or do not wish, to belong to the Historical Association. School history includes them too.

Nor do I think that teachers should simply "unite effectively around the 16-plus criteria and their implications as laid out in HMI booklets". Since the HMI has swung into support of the Schools Council project, this would close off options other than SCHK. The need at this point in time is to

debate the SCHK openly and scientifically, and without accepting uncritically the claims made by its supporters.

TREVOR FISHER
49 Lovatt Street
Stafford

Brush work

Sir - I waited with interest to see if Trevor Fisher's little dart, aimed at exposing the research basis underlying the Schools Council History Project (TES, February 7) would evoke any response and I was not surprised when Ian Dawson and others brushed him aside (TES, February 21).

Perhaps the project is now so entrenched that defence of its academic probity is no longer seen as necessary. After all, a pre- and post-entry closed shop appears to operate: advertisements for history posts in schools often demand commitment to the project, headteachers threaten to dismiss those who will not subscribe to it, and with the advent of GCSE any alternative view of history will become impossible, if not illegal.

Appraisal of staff, once introduced, will complete this sinister tyranny, adjudging a teacher unenthusiastic for the project to be a bad teacher and rewarding him or her the true insignia of fascism - the order of the boot. Can any reader advise how this tyranny can be brought to an end?

W A D FREEMAN
7 Rocks Park Road
Uckfield
East Sussex



Sir Alec Clegg

Spellbinder

Sir - Having read your excellent obituary on Sir Alec Clegg (TES, January 24), I am moved to add one piece of information which belongs among the various ways in which Sir Alec influenced education on a broad scale. During the late 1960s, I was directed by my employer, the National Association of Independent Schools, to recruit teachers and headteachers from English primary schools to come to the United States during their summer vacation and train our teachers.

This happy assignment led me to the doorstep of Sir Alec, among others, who in turn took me to visit schools in the West Riding and to some fascinating gatherings in Woolley Hall, his residential teachers' centre.

With his blessing I was able to attract quite a number of extraordinarily gifted teachers who came to lead our workshops the following summer and for many summers thereafter. He came himself several times to lecture to audiences who, in those days of confidence in imaginative teaching, were enthusiastic about his approach to education.

We still have classrooms in which teachers were "turned around" by his message or by a workshop directed by one of his teachers. I like to think of them as a living memorial to Sir Alec's influence in this country, an influence for which we are deeply grateful.

EDWARD YEOMANS
31 Gray Gardens East
Cambridge
Massachusetts

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Marking points

Sir - I refer to the letter concerning the examining of A level philosophy (TES, February 21). I have to point out that, although my signature and that of my colleagues appears at the foot of this letter, I did not, and to the best of my knowledge my colleagues did not, sign this letter. We did, however, write to Mr Finn in the following terms:

"We have read your letter of 10th November to Professor Haack, and the accompanying materials,

and feel that there is serious cause for concern. While we have, of course, no first-hand knowledge of the conduct of the 1985 A level philosophy examination, we entirely agree with you that it is wholly inappropriate to evaluate answers in a philosophy by means of the sort of mark scheme you describe; and that to train students to be successful in an examination marked in this way is wholly inappropriate as a way of teaching philosophical skills.

We find your report extremely disturbing and would appreciate your continuing to keep us informed of developments."

We did this, rather than signing the letter which has been published over our signatures, in order to make it absolutely clear that we did not claim to have any direct knowledge of how the 1985 examination was, in fact, marked.

S W HAACK
Professor of Philosophy
University of Warwick
Coventry

Credit terms

Sir - You published a letter signed by 22 academic philosophers (TES, February 21) concerning marking in the AEB A level examination in philosophy last summer. An article by Susanah Kirkman in the same issue says the letter "stems from" the complaints of an examiner, Mr David Finn.

In fact, although he is not a signatory, Mr Finn wrote the letter and canvassed support for it in a circular addressed to an unspecified number of academics. He did so on, substantially, the evidence made public in a previous article by Ms Kirkman last June and recapitulated in her present piece.

Mr Finn's criticisms arise from his attendance at a standardization meeting of examiners. Another examiner who was present, replied in detail two weeks later (TES, July 12).

Regarding the statement the 22 have signed, this firstly implies a knowledge of AEB examining procedures which goes beyond anything the signatories have a right to claim. Mr Finn himself resigned when his duties had hardly begun. I find it astonishing that they should have lent their support to serious and potentially damaging criticisms from someone who had, on his own admission, looked at only four scripts in their entirety and a handful of other answers from a total of 150 scripts.

Secondly, paragraphs 2 and 3 imply that an AEB philosophy mark scheme lays down one ideal answer to each question: this is not true. They imply that credit is given only for points listed in the scheme: this is not true. I have been assured by the board's subject officer that both she and the chief examiner, emboldened at the standardization meeting, Mr Finn attended, had credit could be given for good material not allowed for in the scheme.

It is charitable to assume that before they reached paragraph 4 of the 22 signed

reading the statement they later signed. I quote paragraphs 4 and 5 in full:

"We would expect a good candidate to begin an answer with a reformulation of the question. Some questions admit more than one reformulation. Indeed, it is appropriate for a candidate to provide more than one reformulation before answering the question. Obviously, we would expect an answer to depend upon the reformulation. If we could see that credit should be given for different reformulations as well as for the arguments resulting from them, which arguments may well differ according to the reformulations upon which they are based."

All 22 teach and examine, or have done so. Do they give this advice to their students? Do they usually smile upon a candidate who answers a question of his own setting, not one on the paper? Do they usually find that question to be a better test of the candidate and to show a better understanding than the one they set? How can they have signed such nonsense?

The members of the AEB philosophy sub-group would be very grateful if the signatories would spare the time to give us their own ideas on examining A level philosophy.

JOHN WATLING
Chairman
Philosophy Sub-group
Associated Examiners Board

David Finn writes: I regret the inadvertent error whereby I appended the signatures of the dons in Warwick University to the letter signed by the philosophers of Cambridge, London and St Andrews Universities. The views of Professor Haack and her colleagues on philosophy marking are however consonant with what was expressed in that letter. I trust it is this

point which will not be lost on the AEB.

Mr Day, the Secretary General, himself acknowledges (TES, February 21) that marking schemes can be adjusted. It was the failure of the chief examiner to do this at all adequately which prompted my resignation and was so unfair to candidates.

I am glad that the chairman of the philosophy sub-group has at last chosen to reveal publicly who he is. The AEB has refused to provide the names of members of this committee, and has not replied to the various letters I have sent them on this matter.

John Watling must know that he is wrong in saying that I canvassed support "substantially" on the evidence made public in Ms Kirkman's article; because he himself was a recipient of my 1,000-word statement about the conduct of the marking which was sent him before I knew he occupied this position; even if the AEB did not hand it to him in his official capacity, since I openly submitted to them all the materials I was using to alert the philosophical community.

I marked more than 20 essays in the course of the standardization process, enough to make me appalled at the mechanical, unimaginative, and rigid criteria by which they were being assessed.

John Watling criticizes the dons for not reading to the end of the letter they signed. His selective quotations suggest he failed to do so himself. The penultimate paragraph says: "This is, of course, not to say that relevancy is not essential."

Presumably, Bernard Williams read the whole of my statement and the letter he signed when he wrote to me that "Your statement of what happened at the examiners' meeting is entirely convincing to me and quite apart from this matter of fact - I entirely sympathize with the principles you wish to see established."



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Further information from Professor Chivers, Centre for Continuing Vocational Education, University of Sheffield, 85 Wilkinson Street, Sheffield S10 2GJ. Tel: 78555 ext: 4923

Needs on both sides

MICHAEL McMANUS

When I trained as a teacher 20 years ago I do not recall any mention of class control techniques. If the lesson was well prepared, relevant and interesting the class would attend; if they did not the work was inappropriate and that was that. The cynical view was that, no matter how boring your lessons, you could not fail teaching practice if you could control the class.

Times have changed and so, it is believed, has children's behaviour. There is no shortage of books on classroom control and management: Ted Wragg's massive project on practical teaching skills overlooks nothing. David Fontana's psychology textbook for trainee teachers even lists 16 tips for teachers for which "no excuse is offered".

It may be time to focus again on the classroom curriculum so as to throw light on two present preoccupations: children with special needs, and teacher

assessment. Classroom work is the ground on which problem children and teachers' problems meet, and it may offer a way round the two controversial areas.

In the case of children in difficulty, we have become less interested in IQ scores and keener to modify the classroom work to enable the child to tackle it successfully.

The child's needs are no longer expressed in terms of placement (he needs a special school) but by reference to classwork (he needs a book with bigger print). Other areas of support may be identified: a particular form tutor to relate to; a timetable that does not include maths in the afternoon; a need for some flexibility in the school's rules about uniform.

In a similar way we might approach the problems posed by a teacher's inability to control or motivate a child or a class. It is no help to conclude simply that the teacher lacks the skills or the competence. We could ask what special needs this teacher has. Does he need to modify his lesson content or teaching method? Should there be less note-taking and more group discussion? Would the teacher manage better with a different subject or another age group?

We would also be led to ask about

the implications for school organisation: are there too many lessons a day, or are they too long? Do we staff advise, support or even just teachers in difficulty in the classroom? It soon becomes clear that classwork with learning problems and teachers with teaching problems are two sides of the same coin. For both, it may be helpful to view failure not as a sign of personal deficiency, but as evidence of some specific difficulties.

We all know pupils who succeed in some areas and fail, or are unpromising in others; and we know teachers with many unruly classes but whose individual relationships with pupils are sympathetic and valuable. Information needs to be taken down systematically as feedback and used to modify particular aspects of performance, behaviour or school management. Criticism needs to be constructive.

Most of all, we need to recognise that tackling special educational and staff assessment are not like accessories that can be taken or left on both are organic transplants that in varying degrees the whole school's life.

Michael McManus holds a fellowship at Leeds Polytechnic.

Feats of clay

PAULA VELARDE

Although clay was recognized in primary and secondary schools more than half a century ago as both a fundamental and unique material, its subsequent development in schools has concentrated on its uses only within the confines of the craft of pottery. This has blinded educationalists to its much broader educational potential.

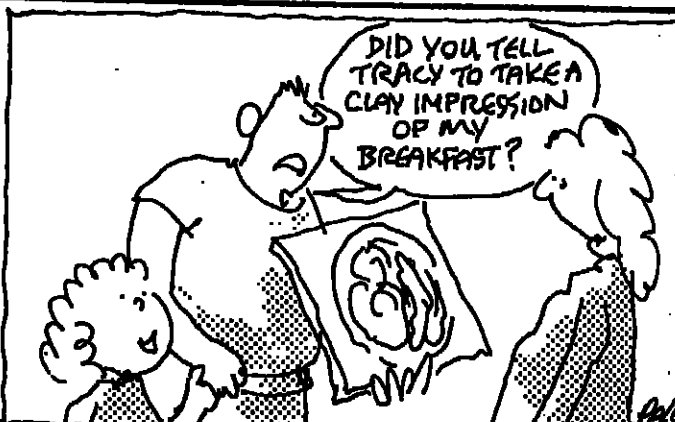
For the past two years I have actively pursued and explored the educational, creative, and curriculum implications of using clay freed from the technical demands of kiln-firing.

Lack of knowledge, experience or finance is not a reason for clay work being eliminated from the school curriculum. I believe that clay work used without a kiln has really creative and educational applications that in 1985 are virtually untapped.

During the last summer term I took my research into a primary school, working with 10 and 11 year olds.

Clay is a fundamental medium alongside pencils, crayons and paint, and offers enormous creative possibilities when freed from the technicalities and expense of conventional and traditional kiln-firing. I was able to present ways of using clay as an integral part of the art and design course, closely relating my clay research to drawing, painting, language development, developing the sense of touch and the sense of form, and linking all the projects with the history of art, drawing, painting, ceramics and sculpture.

These are the 8 three-hour projects I taught at St Paul's Primary School, Brookhouse, Lancaster:



1 Drawing with clay

An introduction to exploratory and inventive mark-making with clay on paper. Using clay in different consistencies to extend the range of marks from drawing, printing, stippling to sgraffito in clay, using simple tools, developing an expressive and creative "clay language".

2 Collage techniques

Working with clay on paper. Selecting and rejecting decorative areas of clay mark-making on paper and developing awareness of space and shapes. Working tonally from light to dark.

3 Making a picture

Looking at natural forms, considering shape, line, texture, and developing compositions on paper using the clay mark-making language.

4 Making a clay tile

Using basic techniques with a trailer, brush sponge and sgraffito.

5 Developing a sense of touch

Impressing natural and man-made objects into a clay tile.

6 Making 3D forms

From observation of natural and man-

made objects. Paint and clay.

7 Clay in the environment
Taking clay into the environment, making careful impressions from a wide variety of artificial and natural forms. Impressing natural objects into a slab of clay then creating an image.

8 Fibre and form

Making clay forms using a variety of fibres for decorative and practical purposes.

A flat form, a folded form, a 3D form.

The outcome was not only exciting but extremely successful. It is surely the idea or content in a piece of work that is exciting and so important whether it is a drawing, a piece of sculpture or a clay form.

Clay and the magic of fire become ceramic. But when education authorities are no longer able to support the specific installation of kilns, it should mean a negative approach to clay and ceramics. The alternative of using without a kiln can lead to expressive and exciting possibilities.

Paula Velarde is a part-time lecturer at St Martin's College of Higher Education, Lancaster.

The good new days

CHRIS BOWES

The most dramatic side-effect of the long pay dispute is that most of us have seen that we spend more time on non-teaching tasks than we do on preparing lessons, teaching classes or marking work. We have also seen the effect these extra hours have on our health, our tempers and on our teaching.

The fact that we actually feel much better simply by being out of school at lunch times must have surprised others as well as myself. Even more significantly, the ban on after school activities has shown just how far these commitments have crept into our lives.

Now all has been revealed: schools and departments function perfectly well without the extra hours.

Even in the unlikely event of salaries being restored to an acceptable level, I believe that there will never be a universal return to teachers working

unrealistic hours. I also believe that the needs of both ourselves and our pupils would not be best served if we did.

We have all clearly seen that meetings held after school hours are an unnecessary and inefficient means of managing education. We have developed methods which perform these tasks much more effectively without excessive use of valuable time.

We now know that information can be circulated efficiently by suitable documents, and that collective decision-making can be made by consultations during normal school hours.

In some cases the lack of parents' evenings has made schools contact parents who need to be seen, instead of giving blanket consultations. Often, these are the parents not normally seen at parents' evenings. The net result has been the development of a more professional and efficient approach to parental consultation.

But there may be some casualties. Out-of-school activities which are heavily subsidised by staff time, like drama, music and sports, could be at risk.

I have often heard practitioners in these areas suggest that the very

existence of their departments is threatened if they do not put in unpaid hours to train teams and prepare for them. But it seems unlikely that society places such little value on sport, music, dance and theatre that they can only be sustained if teachers are prepared to subsidize their development.

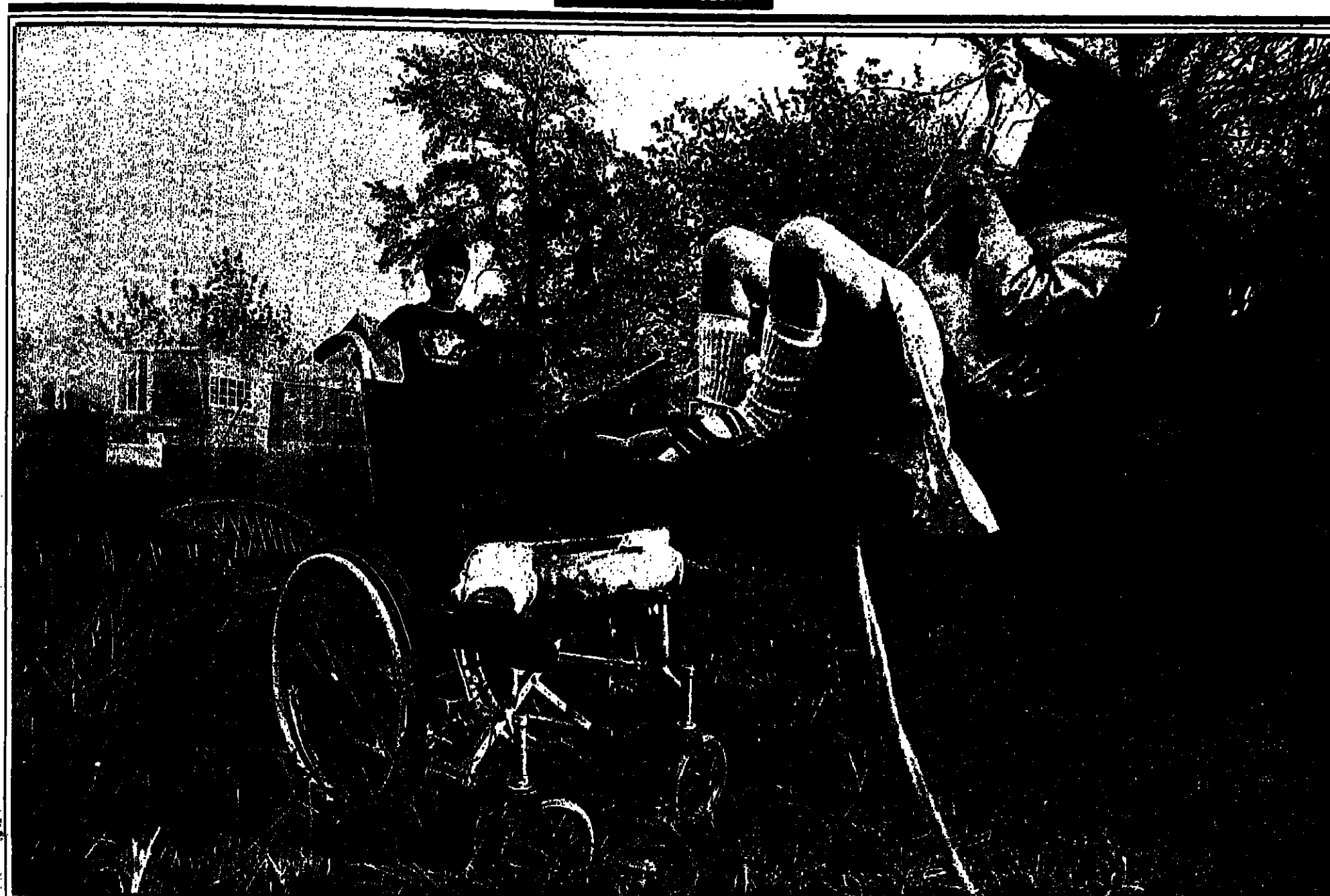
When the supply of new talent dries up, society will find itself forced to pay substantial sums to people who have the expertise to train the next generation of entertainers and sportsmen.

Most of us only have a given amount of creative energy which we tend to exhaust on children's activities without allowing ourselves time to recharge our own personal batteries. The company of fellow adults, who can be a more important professional duty than our making sure that we are actually fully fit and rested to educate our classes each day?

When these bitter disputes are over, perhaps we may find that the real gain will not only be in cash terms but also in terms of the quality of our lives.

Chris Bowes teaches science and technology at Hayfield Comprehensive School, Doncaster.

FEATURES



No need for "superteachers"

Planning and commitment are what counts in the successful integration of special needs children into mainstream schools — not extra resources and training. Richard Woolfson reports.

The sweeping and controversial 1978 American Education Act is now challenging many assumptions about the integration of handicapped with non-handicapped children.

The Act stated that all handicapped children should be educated in mainstream schools, except in the most extreme cases.

Professor Douglas Biklen of Syracuse University, New York, was commissioned by the Federal Government to conduct a four-year evaluation of 45 different schemes. His findings knock down four particular myths.

Myth 1: Successful integration depends on "super-teachers".

This myth assumes that special needs pupils can cope with mainstream schooling only if the ordinary schools have particularly dedicated teachers.

Of course, there are energetic, capable teachers associated with effective integration of these pupils into ordinary schools, but Professor Biklen's research shows these "super-teachers" are long-term candidates for job burnout. They tend to have few friends in school, work long hours, provide their own teaching ideas and materials, feel isolated, and may regard themselves as fighting a losing battle.

Organizational factors prove to be more important for successful integration than individual teaching talent. These include schoolwide planning for integration, systems of parental participation in curriculum planning, the involvement of administrators, whole-school policies about pupil behaviour, teacher problem-solving groups, adequate evaluation of pupil progress, and suitable staffing levels.

Myth 2: School teachers are not trained to integrate special needs pupils into the ordinary classroom.

This myth suggests that integration fails due to insufficient staff training. Yet Professor Biklen found that many teachers refuse specialized

in-service training. Others do not want to teach children with special needs, arguing that such duties are too specialized for mainstream teaching.

Teachers with a track record of willingness to be involved in educational innovation are most likely to take up the offer of special training.

The study concludes that a blanket specialized training programme for all teachers is a waste of resources. In-service training should be directed mainly at teachers with an interest in educational innovation.

Myth 3: Special needs pupils have a natural affinity for each other.

This myth assumes disabled pupils prefer each other's company to that of ordinary pupils, and so prefer segregation.

There is no evidence to support this view. Grouping by disability simply reflects learned behaviour. If a special needs pupil has not learned how to mix with ordinary pupils then, understandably, he or she will find it difficult to cross social boundaries.

Biklen's research found that specific school strategies for promoting integration could greatly affect these so-called "natural" tendencies. He identified the following successful strategies:

- Mixing disabled and non-disabled pupils across all class groupings.
- Putting educational and psychological support services for special needs pupils into the ordinary classroom.
- Training teachers to show non-disabled children ways of interacting appropriately with special needs pupils.
- Teaching ordinary pupils about practical aids useful to special needs pupils.
- Avoidance of "special needs" labels to categorize pupils.
- Teacher-structured social interactions in the classroom.

Myth 4: Integration takes one form only — dumping, without adequate preparation.

This myth assumes that all integration schemes are much the same, and that preparation is rare.

The American research, in fact, confirmed that integration takes many different forms. Much depends on the particular school, the educational administration, the school's social history, the catchment area, support services, and staff attitudes. The individual characteristics of the special needs pupils themselves are also important.

Professor Biklen found three major structures for integration. First, there are teacher deals, where integration occurs informally. The local psychologist convinces a class teacher that the special needs pupil can cope with ordinary school.

This arrangement has little administrative support and only informal back-up services, with minimal support from the receiving school. In this model, integration does depend on the "super-teacher" — and it frequently breaks down as a result.

Second, there is "island integration", a self-contained special classroom in an ordinary school. The special needs pupils spend nearly all their class time in this individual room, but mix with the other pupils at break time. This is merely segregated special education in another form.

Third, there is "unconditional integration". Here, integration is seen by teachers as a natural part of the school environment. Learning and integration become inter-related goals of the teaching staff. Integration is viewed as a permanent feature, and special needs pupils are accepted facts of the school environment.

This comes about through adequate planning and positive, problem-solving staff attitudes. The "unconditional integration" strategy requires administrative and psychological commitment, detailed record-keeping on the progress of individual students, and regular whole-school discussions between parents, teachers, psychologists and administrators.

American special education has a different history from British special education. In the US,

it is widely accepted that segregated special education sacrifices vital social training for trivial academic training.

Proponents of the 1978 legislation use medical analogies to justify their case. When a doctor wants to prevent illness, he inoculates the patient's body so that it makes antibodies for protection in the future. Segregated special education, by isolating pupils, prevents them from developing the social skills they need to cope in everyday life.

David Quinn, a researcher who was himself the product of a segregated special schooling, says: "Social and occupational issues must be addressed if there is to be any improvement in the way the learning-disabled are educated. Learning will not by itself confer unlimited benefits."

"Social development was conspicuously absent from any attempts to educate me", he says. "Literacy carries little weight in situations that either do not require the manipulation of written symbols, or that require some degree of social awareness to be used successfully."

Parallels with this country must not be drawn too quickly. Even so, Biklen makes the pertinent point that, for too long, special education has been regarded as the sole province of the experts — special school teachers and psychologists.

He argues that mainstream teachers are just as capable, and that there are many practical strategies for integration of special needs pupils into ordinary schools which involve minimal extra expenditure. The crucial factor is the commitment of the staff concerned.

Biklen, D. (1985). *Mainstreaming: from compliance to quality*. Journal of Learning Disabilities 18, 58-61.

Dr Richard Woolfson is a psychologist at the Child Guidance Centre in East Kilbride, Strathclyde.

"It is high time we improved not only the management structure of schools, but the structure by which heads are managed," argues David Trethowan

Hole at the top

The appraisal of teacher performance is slowly being accepted by the profession. Teachers' fears of untrained assessors and of biased appraisals which do not take account of local variations in departments, schools and regions, can be resolved. Training in appraisal skills, in-service help for teachers and a happy release from the profession for misfits who cannot be helped to an acceptable standard, could add up to a deal which the unions, the employers and the Department of Education and Science can deliver.

The appraisal of headteachers is stuck up a different creek. No one has clear responsibility for a head's performance. Governors are the obvious group who might manage the head, but too few have the time or the expertise, and even fewer have both.

Local inspectors and advisers may give laymen the impression of being roving managers of schools, but they themselves never claim the role. They are too few, have too little time, and in general have a marked lack of managerial or headship experience. National HM Inspectors bring incisive, publicized, but fleeting visits from ephemeral experts who are seen as hit-and-run specialists within the profession: they do not manage headteachers.

Each of these groups can give the headteacher valuable information on performance as they see it, but none of them stands in a line management position of responsibility. Parents, pupils and staff provide other feedback. But any head who is sufficiently insensitive, determined or obtuse need not act on any of it.

A comprehensive school head who abolished examinations, committed a criminal offence, or taught extreme political views would find a line of management is re-established temporarily. But normally, there is none. Industrial and commercial managers find this unbelievable.

Even the DES, which (except for the diminishing effects of allowing an incredibly bad initial publicity launch) has admirably grasped the nettle of teacher appraisal and is willing to legislate for its introduction, has not truly faced up to appraising heads.

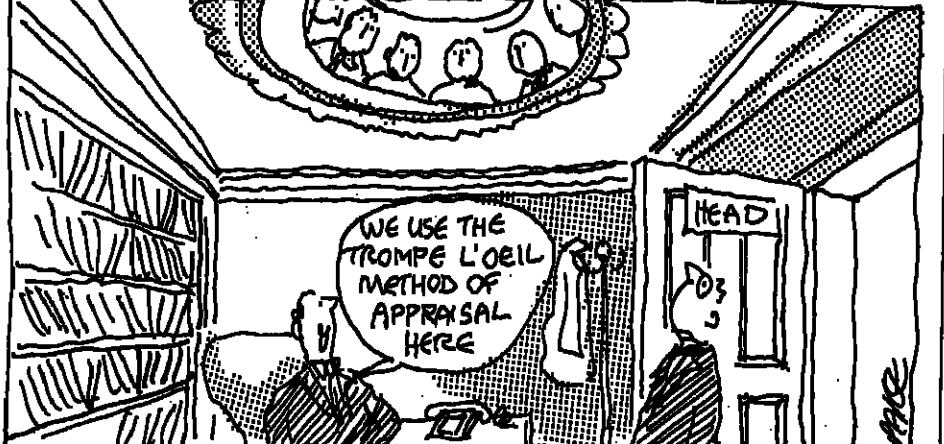
Official suggestions for assessing head teachers vary from peer appraisal (a little like asking the local managers of Tesco and Waitrose to appraise, coach and develop the manager of the neighbouring Asda store) to team appraisal (mutual assessment by heads, deputies and

advisers) and even to a geriatric brake on progress described as "appraisal by a panel of retired heads".

However valuable these devices are, surely they can only be forms of feedback, and even then not from the best informed sources. They are far too comfortable to have an effect on those who need it most, the least effective performers.

In Germany and in almost every other European country, there is a clear line of accountability from the headteacher to the chief education executive who, personally or through a deputy, exercises line management responsibility for the headteacher's performance, and reviews it at least annually.

I recall asking one English shire county chief education officer who he felt managed the headteachers of his secondary schools. He replied that he managed all 49 of them. No, he could not quite recall all their names, but he was certainly their manager. Clearly a more effective system of



as is arranged as a matter of course in industry.

But the key role for the school superintendent would be to appraise the headteacher's performance. They would help the head to know responsibilities and set targets. Any head who failed at an annual review to achieve the agreed performance standards would be asked to account for the failure, and the fault would be clearly and fairly traced.

A failure to achieve a target might be due to poor performance on the part of the headteacher himself, or his staff. But it could also be due to lack of resources or staffing, or to unrealistic expectations. Whatever the cause, headteacher appraisal should lead to early identification of problems, and remedy.

At present, the only safeguard against ephemeral pressure groups attempting to influence the curriculum, policy and practice of schools is the "balancing" role of the head as he attempts to reconcile the various pressures on the school.

It is high time we improved not only the management structure of schools themselves, but the structure by which heads are managed. The chief education officer who could not just effectively manage 49 secondary school headteachers could manage seven superintendents, they in turn could manage a similar number of secondary heads.

We do not need yet another tier in the educational hierarchy, but surely there would be benefits in combining the functions of support and inspection (the advisers) with finance and administration (the administrators) in the new role of school superintendent.

Finally, we need appraisal for headteachers as an example to staff. Echoes of the American teacher who said to an English research team: "I sure as hell would lose credibility if the principals and superintendents weren't evaluated", will ring through all our staffrooms once teacher appraisal is implemented. An unevaluated chief executive is frightening enough, but an unevaluated chief appraiser can have a stultifying, damaging and detrimental effect upon staff morale and performance.

David Trethowan is head of Warden Park School, West Sussex, and author of *Appraisal and Target Setting: a handbook of staff development*, to be published later this year by Harper and Row.

Sports results to geraniums

Memoirs of a teacher governor

I had been on leave when the election for teacher governor had taken place. On my return, I found that there had been only one candidate and that he really was press-ganged into standing and found it all incredibly boring. I quickly became very frustrated because it seemed to me that our representative was doing the teaching profession a disservice in the eyes of the other governors. I would sooner have no representation at all than a negative one.

He resigned after 18 months and so there was an opportunity for me. I had no real concept as to what a governor did, and no training for it, but I believed that at least the governors were involved with the running of a school. My year away had heightened my interest in the politics of education and I wanted the post.

I was surprised and somewhat disappointed at the initial apathy towards the election. Nobody seemed interested at all that our representative had resigned. I needed two nominators and resorted to the cricket field for the necessary signatures. I could have been selling raffle tickets.

At this rate I felt home and dry. Then on the last day before nominations closed one teacher union put up a candidate. I presumed that three votes were against me from the start. There were 37 votes and 18 members of the nominating union. My spirits sank. I had not considered losing.

There had never been a governors' election with more than one candidate before at my school. So what of procedures? Should I canvas, prepare a statement of my views, a kind of Mr Chips manifesto, or what? I sought out my rival. He was doing nothing of the kind and that persuaded me into action. I felt that the election was important and the voters had a right to know my position.

Canvassing was hilarious. Thirty-six people promised me their vote out of thirty-seven and the thirty-seventh was my rival. He thought little of my suggestion that it was gentlemanly to vote for the other. The hardest thing about canvassing was getting teachers on their own. One resorted to loitering and car park loitering.

It was harder still to put my views about the post on paper, particularly when on one seemed overly bothered. My noble thoughts became muddled into a jumble of words and phrases.

trouble-shooter, a headteacher basher, or after an extra salary point, but that I did value fair play and that I could guarantee that all sides of a problem would be properly aired.

I also offered to speak at staff meetings that followed governors' meetings, but this was not required by the staff as it would only serve to prolong staff meetings. A compromise was reached by my agreeing to a duplicated report of governors' meetings for all staff.

The election came. Voting slips were distributed and a self-taped shoe box sat as the ballot box by the staff kettle. Polling day lasted for three weeks. After two days I asked the head how many votes had been cast. (He emptied and reselotaped the box each evening in case the cleaners dumped it.) There were three, one of which I knew was mine.

Then followed the delicate probing of staff to vote. I say delicate for one had to keep a balance between being interested and being a pain. In the end 75 per cent of staff voted.

The chairman of governors arrived one dark four o'clock and counted the votes. I had won 19-9. My first thoughts after initial relief were to wonder who the nine were who had lied during the canvassing.

It was not a comforting victory. A quarter of the staff did not want me and a quarter had not bothered to vote. I was irritated by that. I wanted to shake them out of their apathy, they should damn well care.

The result was placed on a typed sheet in the staff room and was dutifully signed along with the other notices. There is a vast need for in-service education for staff in a changing educational world as to the growing importance and influence of governing bodies.

I had to wait another four months before I could actually attend a governors' meeting. The show room of the school was prepared, floor vacuumped, flowers imported for the tables, sandwiches and cakes neatly arranged on plates and four attractive girls in immaculate school uniform detailed to be waitresses.

The tables were arranged in an oblong. I received first class food and drink at hand and

me wonder about the home economics department capitulation allowance; it really was superb. There were three large different cream gateaux followed vol-au-vents and savoury delights. I also wondered whether the girls who served it should be allowed to overhear the debates. What if I were about a member of staff?

The refreshment lasted for half an hour. This enabled the farmers to debate milk quotas and generally to create an atmosphere of conviviality and accord. The headmaster's report always follows refreshment.

The headmaster's report was detailed. It ranged from sports results to geraniums in the borders, staff news to paint colour in the corridors, lasted a long time and was received in virtual silence. Five sides of A4 were read word for word by the head. It upset me to find 15 typing errors but then I have an aversion to shoddy things leaving schools.

I did not remain silent throughout the meeting as I had intended. The head of modern languages had been invited in to speak to the governors but time was not available and she received an apology and was asked to be item one next time around. A local councillor icily remarked that he was a busy man and was annoyed that he would have to listen to a teacher. He said that he could not care less what the young lady did in school.

My political awareness evaporated as I retorted, "Well, you should care!" The only response I got was from the man in the opposite corner who informed me that any contributions from the floor should go through the chair.

The meeting lasted two and a half hours. I gathered from murmurs that this was par for the course. The chairman was keen to complete the business quickly and skilfully worked through the agenda. The governors themselves decided the date of the next meeting rather than have the dates imposed on them. Clearly they all wanted to come to the next one; where else will they be so well fed?

This account, written by a Scale 4 teacher in a rapid comprehensive in the South West first appeared in *Caught in the Act: teachers and governors 211* 1980, one of the *Perspectives* series (number 211) available from *The Curriculum and Resources Centre, University of Exeter, School of Education, St Luke's, Exeter EX1 2LU price £3.00*.

Rush to learning

by Nick Baker



What do 950 Eastbourne eight to seventeen-year-olds do when they get home from school? They have tea, do their homework and then go back to do a bit more learning, studying subjects ranging from reading to hairdressing.

However, the Horizon 2000 and Sunshine 2000 schemes are never referred to as school. The classes are called "workshops", the teachers are "tutors", and the eighty or so classes on offer have titles like "Art Crazy" and "The World of Tomorrow".

The students work in groups of about 12. Tutors are for the most part highly qualified teachers of experts in their practical field. The buildings used are schools, a youth centre, and various branches of the local colleges, and the fees for a term's learning are a flat rate £5 for all comers.

The project has had unstinting support from headteachers, and cautious encouragement from the local authority. Throughout its initial two years, the scheme has had the added attraction of being largely self-financing, and it's currently growing in scope and popularity.

A swift Cook's tour of Horizon (for the 11 to 17-year-olds) and Sunshine (for 8 to 11s) reveals a thirst for knowledge among the young of Eastbourne, and a remarkable enthusiasm for learning in informal settings.

"My school only has one computer and the children don't get the opportunity or the incentive to do any programming," says primary school teacher Trevor Gomersall, who has worked on the scheme for two years. At the Eastbourne branch of Brighton Polytechnic, the dozen or so under-12s in Gomersall's workshop can work one to a machine, doing simple BASIC programming.

On to Eastbourne College of Arts and Technology, where a workshop called "Experiments in Science" has just got under way, under the direction of secondary teacher Yvonne Jenkins. The 14 under-11s are separating sand from salt, through a process of dissolving, filtering, evaporating and crystallizing. Ms Jenkins says that this is a lesson usually placed at the beginning of a first year science syllabus, but she is "whetting the children's appetites", and the evening's workshop is going to be entirely practical.

Solomon, aged 11 and just starting secondary school, says that he and his 10-year-old sister go to four Sunshine workshops a week - Photography, Chess, and the World of Numbers, as well as the science one. "We just enjoy learning, that's all," he says. "At school, some people muck about in lessons, so you don't learn." What does Solomon do on his fifth weekday night? He has a private tutor.

Perhaps Solomon and his sister aren't typical of the scheme's clientele. It was hard to find anybody who was. Back at the college of Arts and Technology, the hairdressing workshop for 11 to 17s was in full swing. None of the students are allowed to cut hair, but they learn all about waving, curling, blow drying and styling, using fellow students as models. For some, it's fun, for others it's an introduction to a career they might want to take up on leaving school.

It's the same with the advertising and design course, this evening gathered ad hoc at the offices of the local newspaper for a talk by the advertising managers. Their task at the end of the course will



ing from his base at Hamden Park Youth Centre in Eastbourne, persuaded the i.e.a. to fund the refurbishment of the centre to improve facilities and make it suitable for use as a language school during the summer months, when the south coast throngs with foreign language students.

The profit from the centre's new non-alcoholic "Moonpeople's Bar", now in the hands of private caterers, plus the money from the language school, could be used to fund the growing Horizon scheme.

By April 1985, with the refurbishment finished and demand growing for a similar scheme for under 11s, East Sussex county council agreed to make its first direct financial contribution to the scheme. At around the same time Sugarman, enthused by the project's success, proposed a new "cradle to grave" system of complementary education, starting with two-and-a-half-year-olds and ending with the offer of O level retakes and non-mainstream O level classes. The i.e.a. said no to all but the extension of the scheme to cater for the 8 to 11s.

Relations between the Hamden Park Youth Centre (the nerve centre of the Horizon/Sunshine schemes) and the i.e.a. might be described as diplomatically cordial. There is a fair amount of mutual wariness between the two, a wariness often disguised by euphemism. The authority cannot be seen to be resistant to a scheme that has such a large amount of community support, plus the support of local headmasters, teachers and the NUT. At the same time, Sugarman and his management committee cannot be seen to be snapping at the hand of their funder.

The main problem is that the scheme's development has been against a backdrop of huge cuts in the authority's youth service budget. The newest development is to devolve the shrinking youth service away from central control at County Hall to the local colleges.

In Eastbourne's case this means that Horizon and Sunshine will in future come under the aegis of the newly appointed head of the department of youth at Eastbourne College of Arts and Technology. And, for the next two years, the scheme will be closely monitored.

David Cracknell, deputy chief education officer for East Sussex describes Matthew Sugarman as an "educational entrepreneur". At the moment though, he's an entrepreneur who fears the dulling hand of bureaucracy. His centre's management team thinks that fear. One of the reasons that Sugarman thinks the scheme was successful was that it was so hard to identify. "Nobody knew who it was for, so it couldn't be labelled," he says.

Sugarman himself jokingly denies being the centre of a personality cult, while at the same time he clearly enjoys being someone who cannot walk down an Eastbourne street without being stopped by someone with an enquiry about the schemes. He does concede that a strength of the scheme is that "there has always been somebody you could identify its success or failure with".

David Cracknell says that the scheme needs "to demonstrate that it's not dependant on the energies and enthusiasms of one man". Meanwhile, although Sugarman is likely to play an important part in the next two years of Horizon 2000's new, rationalized form, the real question is: will the authority's new management build on Eastbourne's newly found thirst for learning, or will it quietly allow it to die away?



Top left: see 116

London WC2H 7PH

The conspiracy myth

Culture Wars: School and Society in the Conservative Restoration 1969-1984. By Ira Shor. Routledge & Kegan Paul £19.95. 0 7102 0637 2. £6.95. 0649 6.

It would be a mistake to reject this book just because it is barboosly written, messily argued and self-indulgently polemical. It confronts important questions and provokes thought about them.

Shor's thesis is that there was a dramatic change in education in the United States between the Sixties and the Eighties. The earlier decade he characterises as "activist", the later as "conservative". The change was not accidental: it was engineered deliberately by conservative politicians and educators. Between them they accomplished the shift from left to right. Shor sees it as "authoritarian" making war on the Sixties, by devaluing people into "settling for less" in school and society.

There were, he says, three main episodes in this. The first, from 1971 to 1975, established and imposed "career education" to depress activism and aspirations. The second, from 1975 to 1982, was a war on newly identified "illiteracy" through a "back-to-basics" movement. The third, from 1982 to 1984, concentrated on "excellence" against "mediocrity". The object and

the consequence of all three was to re-establish authority and inequality. According to this account, the Sixties was a decade of equality, peace, justice and community, provoking a political effort to "restore order", and the order imposed was that of authority, competition and elitism. In school and society, says Shor, opposition retreated to the margins, while business values were reinstated.

It requires little imagination to apply this view to Britain. The Sixties was the decade of equality of opportunity in comprehensive schools, of "progressive" primary education, of improved access to higher education. The counter-attack used the same weapons as in the US, though in a different order. First came "back-to-basics" and the demand for "excellence" ("more mean worse") and only more recently the "career" or, as we say, "vocational" vulgarities of the Manpower Services Commission.

And yet - is this picture really convincing, either here or in the US? It is equally possible to see the comprehensive school as an attempt to offer grammar school education and values to all (as Harold Wilson believed). Certainly the "standards" represented by external examinations were riveted more firmly on the schools. Later research studies showed how superficial had been the practical influence of "progressive" methods and how little the map of learning in universities had

been affected by the establishment of new ones. One of the defences of greater equality of opportunity was that it would raise standards. Vocational education has been seen as a means of widening opportunity. In short, the "Establishment" is as mud-died about education as the rest of society, and the picture of a right-wing conspiracy that emerges from Shor's account is on inspection unconvincing.

Yet if *Culture Wars* fails as history, it succeeds as myth. It presents the battles and skirmishes that are always going on inside education, society and the powerful groups in both. The strife in culture wars, as in class struggles, is usually within classes and groups rather than between them. This makes for a more cheerful conclusion than Shor seems prepared to allow. We do not have to smash the Establishment and its values. Instead, we can choose what is benign and neglect the rest. It is good tactics not to let the "enemy" consolidate.

It is also worth realizing that there are divisions on values on one's own side: it is all too easy to be swept along by one's friends into a position one abhors. In particular the culture of protest seems to be seriously wanting. In any coming culture wars successful defenders of civilization will have to have cooler heads than Ira Shor's.

Tyrrell Burgess

Architect as artist

Richard Rogers - A Biography. By Bryan Appleyard. Faber £9.95. 0 571 13976 0.

The Pompidou Centre in Paris, the Immos microchip factory at Newport and the new Lloyd's building in the City have established Rogers as one of today's outstandingly imaginative architects, although perhaps the fiasco of Coin Street and the National Gallery extension have attracted greater general publicity. At first sight this highly readable biography may appear to be just another anecdotal celebrity life, but Appleyard has a more serious purpose: to treat an architect as an artist, with "a degree of acceptance of complexity and contradiction which has seemed to be unpalatable both to the theorists and to the cataloguers of fashion". He has therefore aimed to produce "a biography, a critique, and a defence of modern architecture".

This book has the virtues of being based largely on what involved people told the author. He constantly takes us with eye-witnesses into the conference room and the studio and on to the building site. It has, on occasion, on the defects, namely that someone remoter could have given a version different and no less true. The description of Rudolf Wittkower as a "critic attempting to establish the relationship between the modern movement and classicism" is essentially the

architecture-school mythology about this kindly but Olympian scholar.

Appleyard hardly manages to answer the question why Rogers became an architect. The book cover says "as a way out of the difficulties of his childhood" which is nonsense, but then few architects' biographies have ever managed to answer either this question or that of how buildings are designed. Not many architects know how they do it anyway. Michelangelo described a design as coming out of a building after chainsmoking on the site for two days. As in other creative activities, the ones who can tell you how it is done should be treated with caution. Rogers has difficulties with words, as did Inigo Jones; with drawings, as did Vanbrugh; with final designs, as did Michelangelo. To the outsider it all seems as haphazard as the top of a cluttered desk; the ordered final result tells a different story.

Rogers's schooldays and student years were, to say the least, chequered. Mute and glorious Millions are purely hypothetical; nevertheless, professional educators may like to ponder how far his ultimate success is due to, or in spite of, his teachers' efforts. I enjoyed this book enormously, as much for its compelling detail as for the larger questions it raises.

Kerry Downes

Sign here

Semiotics. An Introductory Reader. Edited by Robert E. Innes. Hutchinson £9.95. 0 09 16292 7. Communication Studies. An Introductory Reader. Edited by John Corner and Jeremy Hawthorn. Edward Arnold £7.95. 0 7131 6457 3.

Semiotics, Umberto Eco has said, is "co-extensive with the whole range of cultural phenomena, however pretentious that approach may at first seem" so the pretensions of an anthropologist are liable to appear particularly inflated and inevitably open to challenge. What Robert Innes has done, with considerable success, is to offer something "between an introduction and a coursebook". 15 key texts, starting with the pioneering work of Charles Peirce and Ferdinand de Saussure, and ending with a text by Thomas A. Sebeok dating from 1977.

Sebeok's chapter, on "zoosemiotic components of human communication", illustrates Eco's statement: the study of signs can, indeed, be extended to encompass every aspect of human culture and the semiotician may be tempted to compensate for this by an affectation of scientific rigour. Kent Thom's essay, for example, says rather less than appears at first glance, and the most satisfying work in the field remains that which deals more narrowly with linguistics, literature and visual communication (the chapters by Jakobson, Barthes, Schapiro and Eco). On the whole, however, this is a valuable and rewarding, though not always easy introduction.

The fact that Barthes is the only writer included in both these anthologies is a further illustration of the breadth of the field. This second edition of *Communication Studies* starts with a section called "definitions and approaches", is more of a sampler and less of a course-book than Innes's anthology. It includes such varied items as an article by Angela Carter, a brief quotation from Empson's *Seven Types of Ambiguity* and an extract from the study of television news by the Glasgow University Media Group (the methodology of which has been severely criticized). The revisions since its first edition give more emphasis to visual communication and the introduction to each of the four sections help to bring a disparate collection together, the editors' view that "communication studies" is not a discipline in itself, but a field of enquiry with bases in several disciplines.

Robyn Buss



Blake, "The Marriage of Heaven and Hell". From The Romantic Rebellion: Romantic versus Classic Art by Kenneth Clark, now available in paperback. (John Murray £12.50).

Cool appraisal

Education Accountability: An Analytic Overview. By Maurice Kogan. Hutchinson £6.95. 0 09 16322 8.

Maurice Kogan is perhaps best known for his writings on educational policy. If not for his more recent series of meticulous empirical studies in other sectors of public policy, his latest book is a contrast, based not on direct observation or first-hand testimony, but on a critical overview of the work of other researchers. His purpose here is "not to describe what exists but rather to ask how the problems of accountability may be subjected to reflection and analysis", and in particular how they can be more closely related to wider political and philosophical concerns. The genre is Napoleonic - short but powerful. The argumentation is very compact, and offers no concessions. Even so, the book repays the demands it makes. It highlights some of the oversimplifications of previous accounts, and moves the debate in an important and interesting direction.

Accountability, as the author sees it, is closely connected with authority, involving "a liability to review and the application of sanctions". But though "accountability may be bounded in its logical terms", the political system is diffuse: there are no simple choices to be made among different approaches. Earlier writers, particularly those of the East Anglian group, are

organization reduces teachers to "social technicians" and that professional autonomy automatically implies responsiveness to clients. "Ambiguity of values", Professor Kogan reminds us, "is a fact of life".

To acknowledge that is not to collapse into agnosticism. As the author proceeds to show, ideas of accountability can be systematically explored in terms of political theory, values and feelings, and structures of knowledge and evaluation. A difficult but original argument suggests that all four are interconnected in a reiterative pattern, "from models of political theory through values and affect, to modes of knowledge, to its organization and control, and thence to models of governance and political theory again". Although - somewhat unusually - evaluation appears as a sub-section of epistemology, Professor Kogan has some incisive points to make about it, particularly when exploring the implications of the current shift from peer review and self-development to external and easily-administered forms of appraisal.

As a whole, his book shines a cool, dispassionate light into an arena often characterized by heat, passion and obfuscation. It is a timely text for academics and researchers, it none the less has much to offer administrators, heads and teachers professionally concerned with staff assessment and other manifestations of the Hydra of accountability.

Tony Becker

BOOKS IN CLASS

Open invitation



INFORMATION

Yet the Italian provenance of these attractive and impressive full-colour topic books has been carefully concealed. Few readers will ever be aware of the fact - unless they read the small print carefully under the copyright notice - and few, if any, will ever find anything in the text, or in the pictures, to confuse them on this score. Even the motor vehicles have been cunningly drawn, so that the position of the steering wheel is unlikely to offend the chauvinist.

Hodder and Stoughton claim that each book has been "written by an expert in that particular field, and has an English editor to ensure its viability in the British market". In practice, there is nothing in the credits in each book to indicate the identity of the original writer or that of the translator. Neither is there anything in the text itself to suggest that it had been translated. The language is often technically, the explanations precise and the content strictly factual, but the style is always fluent and smooth-flowing.

On the credit side, then, a text which does not talk down to children and is not replete with the sort of trite

encyclopedia instead of by these short 48-page segments of information.

In appearance *The Open Books* conform to the modern conception of what a children's information series should look like, each with a glossy, full-colour cover, large-format and a strong and durable hardback binding, eminently suitable for the library, and the cheaper limp editions are excellent value.

As with other books of this genre, the producers make their most telling effects through the medium of illustrations rather than through the printed word. In general, superb, stylish artwork tends to predominate rather than colour photographs - even in books such as *Transport* and *Animal Life*, which lend themselves more to the camera than do the historical themes.

The individual books, of course, do not always live up to the same high expectations as those entertained for the series as a whole. Some, such as *Transport* and *Mammals*, have the feel of a junior coffee-table book about them, rather than the definitive and structured mine of information a student might be looking for to provide

background information for an essay or project. Other titles, notably *The Human Body*, are more coherent, with a definable, clearer structure and a progressive approach to the understanding of the subject.

Some titles, such as *Science and Technology*, try to cover too vast a canvas in too short a space allocation - out of proportion, I would have thought, when compared to the same allotment provided for *Medieval Times* and *Underwater Life*.

In general the text appears to have been completely researched, although occasional slip-ups can be noted - whether through the fault of expert, translator or editor, it is impossible to say. In *Medieval Times*, for instance, the reader is told for certain that Harold was shot in the eye (an hypothesis no longer universally accepted) and that William the Conqueror was crowned King at Westminster in October 1066 (it was actually Christmas Day).

In *Communications and the Media*, Baird gets all the credit for the initial development of television, while the reader of the limp edition of this highly illustrated book may wonder what to make of the statement that, "in the interest of low cost, paperbacks are seldom illustrated, and then usually in simple black-and-white drawings or photographs".

Philip Sauvain

Ritual respect

Festivals - Ramadan and Eid ul-Fitr: Chinese New Year; Diwali; Carnival. By Olivia Bennett. Commonwealth Institute/Macmillan Education £2.95 each.

The ideal classroom book is both appealing and scholarly. Olivia Bennett, well served by her publishers, has achieved the combination in her four *Festivals* topic books for the middle school classroom. By "scholarly" I mean more than merely accurate: it has to do with scope and clarity of the information selected and imparted. Ms Bennett shows respect for her young readers as well as for her subject; not only has she researched her facts carefully, but she packs the pages with information.

The series examines each festival in the light of its historical and religious background, its observation in the country of origin or religious majority, eg Hong Kong for *Chinese New Year*, and its observation in the UK and world wide. The history of the countries concerned - China, India, the Islamic Empire, the Caribbean - is briefly explored, followed by some of the conditions and customs operating today. So we are shown a Senegalese girl and her Arabic prayer-boards, and representation of Lakshmi, Kali and Hanuman follow the story of the Ramayana. We learn that the 12 animals to which the Chinese years

belong - this series was launched at the start of the Year of the Tiger - and about Trinidad's Tamboo Bamboo band and its invention of "pan" music after the Second World War. The underlying principles of the relevant religions are sensitively described, and family structures and life styles are illustrated as the context for the descriptions of rituals, food and dress associated with each festival.

A remarkable quality of the writing is its capacity to convey to readers the involvement and excitement of the children and adults celebrating each festival. This is supported by superb photographs, ranging from Delhi afloat with Diwali lamps to the spectacular costumes of Caribbeens Carnival in Toronto. And there are felicitous touches: the *Ramadan* cover uses a stylised floral pattern in contrast to the photos of people celebrating used for the other three.

The books will be heavily drawn upon for reference and project work, but here it may disappoint. Not only is there no index - although each contents list is detailed and quite helpful - but discrete items of information aren't always readily accessible.

Each section, generally a double spread, explores one aspect - this also explains why information is occasionally repeated. The series is designed to be used in conjunction with four sets of Teacher's Notes and Pupils' Work Sheets by Rosaline Ker-



Lakshmi, the goddess of wealth to whom the first night of Diwali is usually devoted.

ven, which match the topic books section by section. Their price, £6.95 each, covers the copyright-free pupil worksheets included in each slide-bound pack. So the class could work with one set of teachers' notes, worksheets for every child and three or four pupils sharing the topic book. At the end of which, pupils will have gained a good deal of knowledge and, better yet, a real understanding of aspects of cultures other than their own.

Gillian Klein

Celebrate

Dan's New Year. By Linda Smith. 0 7136 2646 5. Diwali. By Chris Deshpande. 2643 7. Sam's Passover. By Lynne Hamigan. 2646 1.

A & C Black's Celebrations series £3.95 each. Festivals. By Beverly Birch. Macdonald. My First Library series £3.50. 0 356 10318 8.

Festivals and Celebrations. By Kathleen Elliott. Young Library £4.95. 0 946003 24 6. Celebrations. Ginn. Set of six books with teachers' notes £8.95. 0 602 22688 0.

Muslim Festivals. By M M Ahsan. 0 85078 557 X. New Year. By Alan Blackwood. 570 7. Buddhist Festivals. By John Snelling. 572 3. Jewish Festivals. By Keuben Turner. 558 8. Wayland Festivals series £4.95 each.

A & C Black's delightful new series is a must for every primary classroom. Brief but lively texts are enhanced by superb colour photographs, and each festival depicts a community enjoying their special occasion: Hindu celebrating Diwali, Jews preparing and celebrating the Passover, and Chinese engage in a colourful New Year event. "Outsiders" are included in the festivities, for instance sharing Passover matzo (unleavened bread); this should help children (and their parents) make the distinction between integration and assimilation, and also help outsiders celebrate something

special to another religion or culture. Beverly Birch's book looks at festivals in the widest sense and therefore includes more unusual celebrations such as a New dance in New Mexico, Morris dancing in England, the year harvest festival in Africa, the Christian Festival of Trays in Portugal, and a miners' gala in Durham.

Festivals and Celebrations attempts to explain 100 festivals, ranging from Aboriginal Day to Zulu events. There are plenty of good colour photographs to compensate for the brief text and details on how to make such things as an Easter basket and a Diwali lamp. The only flaw is the possession of a Gurdwara is called a Sikh "church", likewise a Mosque a Muslim church and a Synagogue a Jewish church.

The Celebrations series from Ginn, aimed at top primary pupils, deals with the Chinese New Year, Eid ul-Fitr, Christmas, Hanukkah, Diwali and Carnival. The books are well written, attractively illustrated, and deserve a place in multi-faith/multi-cultural libraries.

The Wayland series is a great improvement on their previous books on religions, with lively texts, an abundance of good colour photographs, useful glossaries as well as ideas for further reading. It is a pity that in *Jewish Festivals* the names are given in English rather than Hebrew. It would also, perhaps, have been better to use the more universal "CE" instead of "AD", and in *New Year Festivals* the spelling of "Koran" should follow the more acceptable "Quran" as used in *Muslim Festivals*.

Douglas Charing

lingo

Couth & Co

A Mr Dankworth took part in Desert Island Discs on March 2, and was addressed throughout by Michael Parkinson as John. People of a certain age, like me, would have expected him to be addressed as Johnnie, for it was under that name that he became well-known as a jazz musician. A little research revealed that he had, at a certain moment, made a deliberate decision to be known as John Dankworth and to become, as he put it, "couth, kempt and shevelled". More ruly and more cret, perhaps.

The light humour of his stated rejection of paedomorphism depended, of course, on removing the negative prefix from real words, so as to leave apparently untried ones. The matter is not quite so simple.

The word "couth" was around a very long time ago. It was the past tense and past participle of the ancient verb "can", and it is cognate with "could". In this verb, there has always been a mingling of the ideas of knowledge and that of ability: knowledge is power, after all. In German the ideas have separated into "kennen" and "können", though there is a remnant of the relationship in the idioms "ich kann Deutsch". In French the ideas are also separated, as in "je sais nager" and "je peux nager". If you say in English that you can swim, only the context will reveal which of these you mean. Trust English to be messy.

However, the earliest recorded

meaning of "couth", in Old English, is the former one: "known." There followed a series of developments: well-known, familiar, famed, kind, affable, agreeable, pleasant, comfortable, snug. These became progressively obsolete, in English. In Scots, "couthie" kept its head above water. Robert Burns wrote: "May couthie fortune, kind and easy, bless them and thee." North of Glasgow, some people would still know what that meant.

The attendant negative "uncouth", recorded as far back as the year 897, followed a parallel course: unknown, strange, foreign, distasteful, unseemly, desolate (places), uncomfortable, awkward, clumsy, uncultured. Again the earlier meanings progressively went out of use, but for some reason the later ones did not. "Uncouth" solidified on.

An odd thing happened about a century ago. "Couth" came into use again, not as a revival, but as a deliberate back-formation from "uncouth", and not facetious. Beecher researched in 1896 to "the couth solemnity of Peter's mind", obviously without a smile on his lips.

Dankworth's other two terms duplicate each other. "Kempt" was an adjective, from the obsolete verb "kemb" meaning to comb. He was therefore resolving to keep his hair tidy in future. "Dishevelled" is to ruffle or put into disorder. It came through Old French "discheveler" from Low Latin "discapillare", ie disorder the hair. The "dis-" is not a negative at all, but means in different directions. Of Mr Dankworth's trio, therefore, two are forgotten positives, while the third is an agreeable monstrosity. If anybody's guess what might turn up if we looked into mayed, gusted, comfited, parishing, gainly, ordinate, effable and ppl.

W S Brownlie

Shi'ism

Secret Rites: The Wrath of Militant Islam. By Robin Wright. Andre Deutsch £10.95. 0 233 97883 6.

Robin Wright has written a timely, galvanising book describing the rise of religious militancy in the Middle East following the Iranian revolution of 1979. She discusses the revival of Shi'ism in the Arab world, most notably in Lebanon, both historically and in terms of the lives of individuals active in promoting Shi'ite political ideas. Her aim is "to point out some of the mistakes made particularly by the West, that have only provoked the Muslim fundamentalists rather than exposed realistically what they represent".

The book contains a comprehensive survey of American foreign policy in the Middle East. The Schultz doctrine

the policy of retaliation against terrorism - is shown to be flawed by her scathing and well-argued analysis. More generally, she argues, American governments have been "unable to understand ideology and faith rather than gain and self-preservation as motives for the extreme action taken by some of their opponents. Washington has tended to consider the Islamic revolutionaries as mad, criminal or sub-normal - when they haven't blamed Soviet mischief-making. Wright provides no clear alternatives but suggests that the answers must lie partly in American forbearance and goodwill to old enemies (such as Iran) without necessarily weakening American-Israeli ties, coupled with an attempt by US policy-makers to understand why other people in the world have different goals from them. Robin Wright's book goes a long way towards explaining to befuddled Americans why they are so hated by Islamic militants.

Sam Miller

The element of fantasy which has entered the lives of the Morley family, though at first only the youngest, Max, knows about it, is the possession of the foy soldiers which started the Bronte family on their earliest writings; and what is fantastic about them is that they are alive. The consistency, complexity and warmth of this novel, the way it spins arabesques about its original idea, the importance of what it has to say about individuality makes it a book which will need to be re-published again and again, a true classic.

Audrey Laski

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ARTS

States of mind



'Gainst disaster

Clockwise (PG)
Warner West End

You may have thought that John Cleese was a bank manager with a funny walk, or the owner of a small private hotel on the South Coast, but when you see *Clockwise* you realize that what he has been all along is a headmaster. A public-school headmaster, of course, inexplicably finding himself in charge of a large, very mixed comprehensive and determined to show it that it can become a "well-run, orderly school" where they sing "He who would valiant be..." at assembly and don't smoke in the lavatories. Luckily someone up there has recognized the mistake and Cleese, alias Brian Stimpson, has been co-opted on to the Headmasters' Conference and elected Chairman. His address is written and everything is going like clockwork: it is just a matter of catching the right train to Norwich.

An obsession with time and order shows an awareness of the chaos outside which the smallest breach may allow to pour in uncontrolled. Right? One of Stimpson's favourite words, its ambiguity breaks the seal (though the joke is repeated once too often); and the valiant pilgrim sets off, 'gainst disaster after disaster in a car driven by one of his sixth-formers, Laura

(Sharon Maizen), like most people of her age, has long since learned to befriend disorder and has the initiative to circumvent it, provided those in authority will let her. "It's not a free, Laura, it's a private study period," Stimpson insists, in one of the last moments when such distinctions seem important.

None of it is the fault of British Rail, anyway: the film shows as clearly as a commercial what may happen if we don't let the train take the strain. Pursued by misunderstandings, a music master, wives, old ladies and the police, the two pilgrims do eventually reach Norwich for a final scene that wittily mirrors the film's preface. By this time Laura has matured from hostility to sympathy, because only she really knows what went wrong.

With the farce kept in check by Cleese's acting, Michael Frayn's script and Christopher Morahan's direction, this is classic comedy, revealing fears and touching on truths: the fragility of authority, the difference between right and 'right?', and, movingly, when Stimpson, still just able to imagine that there might be a reprieve from catastrophe, says: "It's not the despair, Laura, I can stand the despair. It's the hope."

Robin Buss

Stacked with talent

Schools From North.
Free Trade Hall, Manchester March 17 and 18.

This week, the Schools Froms came North for the second time. Following the pattern made familiar at the Albert Hall, a wide variety of school and youth music groups gathered to celebrate the survival - perhaps indeed the defiant flourishing - of youth music in an increasingly hostile and philistine administrative climate.

The Sandwell Youth Band - an accomplished brass band - opened the programme, closely followed, in total contrast, by Lydgate Middle School Recorder Group from Sheffield who played in polished style Cole Porter and Strauss as well as fantasias by William Byrd. From brass band to recorder, from recorders to steel band: the Fantasia from Derbyshire are an enthusiastic group based on a single school. Of their offerings, I liked best the calm "Fronies", placed like an oasis in a rather frantic programme. Leominster School Early Music Group, in Elizabethan costume and with no teacher on stage, performed in authentic style. They did superbly well to capture the proper mood in the midst of all the hostilities, and the overall effect was very moving.

On the evening of the interval came two mighty Northern jazz groups from, respectively, Wigan and Doncaster. It would take a brave critic to choose between them and in fact their contrasting programme style, preceded by any comparison. Wigan included a movement from "Impression-

of Hong Kong" by Paul Mitchell. Davidson, who came on to conduct. This piece included a very polished vocal by Andy Prior, who further confirmed his professionalism with a much-appreciated version of "New York, New York".

Doncaster wrapped two up-tempo numbers, "Sweet Georgia Brown" and "Popularity", around a quiet and lovely triple-time "Lonely Carousel" featuring the flugel horn of Andy Spence. After all that, Milhaud's "La Création du Monde", played by the Academy of St. Philips from Birmingham, was almost too rich to take on board. It was flawlessly done with understanding and finesse. Scally School's mini musical, *Forty Second Street*, was almost beyond description - noisy brash and stacked out with talent. Whatever else you think about Scally they know what people like and the audience's response accordingly.

The evening was brought to its now obligatory close by a large youth orchestra. In this case, Huddersfield Intermediate Youth Orchestra, who performed Robert Ward's "Connections" for symphony orchestra and rock rhythm section. They finished with "Land of Hope and Glory" - still apparently the thing to sing on budget day in the post-industrial North West.

Gerald Haigh

Schools From North is sponsored by the Association of Music Industries, Commercial Union Assurance, Marks and Spencer, and The Times Educational Supplement. The concerts also receive financial backing from Greater Manchester Council, Heston Hope and Kodak.

The Saxon Shore. By David Rudkin. Almeida Theatre.
Orphans. By Lyle Kessler. Hampstead Theatre.
Lend Me a Tenor. By Ken Ludwig. Globe Theatre.
When We Are Married. By J B Priestley. Whitehall Theatre.
The Threepenny Opera. By Bertolt Brecht/Kurt Weill. National (Oliver) Theatre.
The Pirate Princess. By Barbara Goudon. Arts Theatre.

'Werewolf by night, pious Christian by day, Romano-Saxon-British Athdarak lives near Hadrian's Wall in the twilight of the Roman Empire. Torn between obedience to Cambyse, Lord of the Pack, his devotion to Jesus Christus, Welsh druidic princess, he seeks salvation in a world falling apart, saving to death the woman he loves.

This plot outline makes *The Saxon Shore* seem clearer than it is. In a welter of ideas, high-flown poetical utterance and bathetic prose, David Rudkin seems not to have resolved what his play is about. Interesting disquisitions on Athdarak's states of mind. Christian exegesis, the chaos attendant on Rome's collapse etc drag on without resolution and discernible point. Stimpson insists, in one of the last moments when such distinctions seem important.

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Robin Buss

The fifth Newham International Festival of Theatre in Education was niftily timed. It coincided, more or less, with two TIE birthdays (Belgrade Coventry, 21; Leeds Playhouse, 15) and with the Arts Council's new initiative on theatre for young people. It also offered 100 performances in local schools, 14 evening shows and four forum days.

One day at NIFTIE is not enough, but the 12 hours I spent in Newham inspired nothing but optimism for the TYP movement. After watching Kate, a Dutch TIE group, in their original show about power, corruption and national identity (Ubu Roi meets Joan of Arc - visual, musical, unusual) I rushed to an afternoon conference of the Children's Theatre Association, newly formed last year.

Generally speaking, whenever you get TYP/TIE people in a discussion, the talk is more about money than anything else. Heartened, perhaps, by a sneak preview of the Arts Council's new policy, the discussion turned to training of TYP/TIE personnel, and the drama schools were given the dubious usually reserved for the funding bodies.

Goldsmiths' Youth Orchestra. Goldsmiths' Hall, March 1.

South East London is a musical desert, say those who live there. That makes it all the more difficult for young instrumentalists to find an orchestra to join if they fall short of the standard of the ILEA orchestras (in any case not open to pupils from the private sector). In 1965, freelance violinist and Workmen's Education Association member Leonard Davis founded the Goldsmiths' Youth Orchestra, the only such orchestra to be funded by an institution of higher education. As a part of the college's School of Adult and Community Studies, its role is to provide young musicians with the opportunity of working and performing in a non-school atmosphere.

Rupert Bond, the orchestra's conductor since 1981 and one of its four tutors, has plans for streamlining the orchestra with more "away" performances, tours and a more ambitious repertoire. "Sometimes young performers respond better than their parents to 20th-century music," he says. "And

Among this week's contributors:

Tony Becker is professor of education at Sussex University.
Kerry Downes is professor of history of art at Reading University.
Audrey Lesk is director of the teacher training course at the Central School of

Observation substitutes for invention in *Orphans*. Parentless brothers Philip and Treat live shabbily in Philadelphia. Psychopathic Treat supports them by muggings, bringing home cash, watches, jewellery to pay their meagre way. He also brings home a drunk (Harold), loaded with money and "a million bucks in stocks and bonds". Harold proves to be a criminal orphan, too, who puts Treat and Phil on his payroll at 1,750 dollars a week. Phil succumbs to Harold's "encouragement" embraces but Treat resists until Harold dies bloodily murdered by associates he has twisted. Then he joins Phil in the dead man's embrace, blubbering for comfort. Fully absorbed "Method" acting from Kevin Anderson, Jeff Fahey and Albert Finney painstakingly reproduces each character. As good as they are, *Orphans* only observes; says nothing. It is only actors acting.

Actors acting way over the top desperately try to make a success of *Lend Me a Tenor*. Ken Ludwig's "comedy" is a young American's idea of Thirties farce. Set in Cleveland, Ohio 1934, all its stock characters, think, speak, act as if it were 1984. "Jesus Christ!", their most common expletive, is a laughline. Basically down-trodden secretary and amateur singer Max substitutes disguised for world-famous tenor Merelli in Verdi's *Otello* to fabulous success. After the performance, Otello-Max gains the sexual favours of his beloved Maggie; Otello-Merelli those of his stage Desdemona.

The old devices of mistaken identi-

ty, verbal confusion, puns, rows and chases are all worked to death. What's new is the way in which operatic numbers are woven into the action: "The Liberta" duet from Don Carlos stops the show. Dennis Lawson's Max extends untold energies, keeping the clockwork going, but there are too many missed beats.

Nothing missing in the sparkling revival of Priestley's comic masterpiece *When We Are Married*. The deftly plotted matrimonial misadventures of three couples celebrating their supposed joint Silver Wedding Anniversary makes for wonderful fun. Priestley boasted that the characters were actor-proof. Brilliantly directed by Ronald Eyre, the *Who's Who in The Theatre* cast do him proud giving performances which make strangers in the audience judge one another in shared delight.

The Threepenny Opera fizzles fitfully under Peter Wood's direction. Brecht's sozialkritik book smothered Weill's music. Sara Kestelman (Mrs Peachum) and Sally Dexter (Polly) with a voice like Florrie Forde give robust performances. But the show never takes off: expensively mounted, it lacks guts.

The Pirate Princess lacks professionalism. English traditional pastime transmuted into "an example of Jamaica's great cultural achievements", it is cheaply presented with amateurs and professionals mixed. Dona Croll's energy and expertise shine through the dross.

John James

Flopsy disc

"Abolish the myth of the flopsy bunny" declared one angry delegate. This image of children's and young people's theatre is partially to blame for the raw deal YPT gets from the drama schools: none of whom, incidentally, were represented on the conference floor. The trainers, with their three-way partnership, to work, theatre by as well as for the young must be included. Ironically, the last company I saw at NIFTIE, the youth of the Black Theatre Workshop in *Young Gilda and Black* - a sort of black gang with support of the Arts Council in the same way that the National Youth Theatre is cold shouldered.

Nick Baker

Desert song

If you stretch them, they rise to the challenge." At the moment there is a shortage of string players: the entry requirement in a Grade IV as against Grade VI for brass and wind. Because of its large violin section (26 players), GYO can attempt repertoire beyond the range of the average school orchestra. Nevertheless, says Rupert Bond, loyalty to the school orchestra must always come first.

The 70 players aged 9 to 19 come from over 20 South East London schools, both state and private. Saturday morning rehearsals are an ideal opportunity for a social mix that rarely takes place off the playing field. The concert offered an interesting programme which began with Weill's *Threepenny Opera* Suite, followed by

Purcell's Suite from *Abdelazar* and Maxwell-Davies's *Five Klee Pictures*. The orchestra seemed at its most confident in Dvořák's *New World Symphony*. There was plenty of dynamic contrast from the brass in the first movement, and in the finale the strings, who on occasions demonstrated their inexperience in the quieter passages, came into their own with some exciting sounds. The cor anglais solo in the second movement was string playing with feeling, and there was some excellent playing from the woodwind, particularly the flutes. Young leaders Robert Bray and Sue Ella Holmes supplied the programme notes, just one example of the kind of all round musical experience this particular mecca can provide for musically deprived youngsters south of the river.

Philippa Davidson

For more information about Goldsmiths' Youth Orchestra contact Rupert Bond c/o SACs, Goldsmiths' College, Lewisham Way, London SE14 6NW. The next concert on March 26 at the Whifflet School, Croydon.

Time is a Red Coat. By George Mackay Brown (Penguin £2.95, 0 14 007401 5). This allegory of a young girl's journey with an ivory flute and a bag of coins across the battlefields of time is an imaginative indictment of military brutality. The lyrical depiction, although compassionate, is very



Box of Delights

If you should see a mob-capped Edwardian housekeeper driving in the Nottingham area, the back of her car piled high with Victorian memorabilia of one kind and another, it is probably *Mrs Tanner's Tangible History* on the move.

Gill Tanner, a qualified teacher who worked in south-east London before moving to the outskirts of Nottingham with her husband and family about 12 years ago, describes herself as a compulsive collector. Her house bulges with an ever-growing accumulation of Victorian artefacts and relics of pre-war social history.

But she collects with a purpose. For the last two years she has been taking her possessions into primary schools in the Nottingham area and using them as the basis for social history projects and as part of school centenary celebrations. She is a kind of self-employed, peripatetic museum teacher.

"If you can see it, touch it, wear it, even laugh at it, you'll remember it," says Gill who, apart from one or two fragile and valuable items in her collection, is happy to provide a completely "hands-on" experience for the pupils she works with.

I joined her on a visit to Brookhill Leys junior school in Eastwood, about eight miles from Nottingham, where she spent the day with two fourth-year classes. Her visit was particularly well timed. The classes had been enthusiastically following the BBC Schools Television series on *How We Used to Live* and had reached 1926. But there was also a tremendous amount of interest in the period generated by the fact that Eastwood had been celebrating the centenary of the birth of D H Lawrence, a pupil at the Grassy Beaumont school in Eastwood from 1890 to 1898.

"I wouldn't have attempted this period without the back-up of the television series and all the local interest that's about at the moment," explained Alan Bullock, the class teacher, who had also built up a good class library and computer resources on the period.

We unpacked pilgrim baskets full of Victorian linen, flannel petticoats, lawn dresses edged in lace; a patchwork quilt; dolly tubs, complete with dollies, washboard, flat irons and trivets; peg rugs and rug beater; curling tongs, brass button sticks, oil lamps and a varied collection of domestic utensils.

There were waistcoats and stiff collars for the boys and a white smocked pinafore for each of the girls. "It all helps to create a sense of the period," explained Gill, who works in costume herself. She sorted the objects into washing, lighting, kitchen and hygiene categories, quickly sketched a fireplace on the blackboard, placed a laden clothes horse by it and the peg rugs on the floor.

A picture of the Victorian domestic life was gradually pieced together as different items were identified and discussed with the class. The oil lamp was lighted with long wax tapers, the snuffers were passed round. A pair of curling tongs and an 1880 egg whisk gave rise to the observation that some items had changed more in the materials with which they were made than in design.

While some pupils sketched as many objects as they were able to, others in groups of five or six had a go at "doing the washing". Filling up the two dolly tubs with buckets from a sink. Each child graded some of the long bar of soap into the water and added the soda crystals. "Don't scrape it against the bottom, that's how you'll get holes in

your underwear," warned Gill. They used the washboard, added dolly blue, and talked about mangles and flat irons.

Gill likes to discuss her visits with the class teacher as much as possible beforehand. She can adapt them to nursery, infant and junior children and is happy to respond to suggestions about ways in which her collection can be used to complement various class projects. She expects teachers to stay with their classes during her visits so that follow-up work can be planned

with the musicians, while Michael and the rest of the group develop art and craft work appropriate to the period. All the activities are directed towards a common goal: a glorious *omnium gatherum* in the afternoon, at which every child can display the accomplishments of the morning. The focus of this event may be a feast at the castle, as in the case of a medieval project day, an entertainment for Queen Elizabeth, or a masque at the Stuart courts.

"Music is vital to the experience," says Alison. It can be as evocative as

Song, for example, for an Elizabethan day. Music for the medieval days is provided by the Baginels' Oxford University Press publication, *This Merry Company*.

The ideal number of children for a project day with the Baginels is 50, although they will work with up to 70, if teachers and parents are available to help with the morning's activities. While about a third of the class are preparing music and dancing, the remainder are busily absorbed in a variety of art and craft activities as well



Samira Kirolos tells of the gods of Ancient Egypt

and so that her sessions can be fully integrated with course work. It was with signs of relief that the boys removed their stiff collars at the end of the morning, but the day's experiences had clearly added colour to their study of the period and given them a taste of life in a Victorian household.

Gill Tanner can be contacted at 9 Selby Road, West Bridgford, Nottingham NG2 7BP.

Points to remember

- Close consultation between the class teacher and visiting teacher is vital from an early stage, either by phone or visit.
- A visit can be a powerful stimulus to classwork, but the long-term benefits can only be achieved with thorough preparation and follow-up.
- Contact should be maintained with the visiting teacher to see whether supplementary topics can be planned.

physical surroundings in enveloping children in a particular period of the past. There was an enormous amount of musical talent and enthusiasm in schools to be drawn upon.

The Baginels adapt to whatever musical resources are available, but the most popular instrument, the recorder, is also the one that is most immediately relevant to Early Music. It has been badly underrated, Alison believes, both for its quality of sound and its value as an instrument for ensemble playing.

As well as playing their own instruments of the period, the Baginels bring harps, psalteries and dulcimers, beautifully made, by Michael, for the children to play too.

Each *Box of Delights* pack contains nine or 10 sheets of clear and attractively-printed music, including songs, dances, plays, psalteries, music and round dances of the period: *La Valse*, Queen Elizabeth's favourite dance, and *Fire of London*.

During the morning Alison works

as drama projects. On an Elizabethan project day, for example, one group will make pretty roundels for serving sweetmeats after the feast, while another may make pot-pourri, or paint miniatures. Festers, tumblers and jugglers will rehearse their displays, while another group may be learning the drill for firing a ship's cannon.

Every child wears some article of clothing of the period - a jacket, hat or ruff, for example. In addition, two complete costumes, as authentic as possible, are provided for a man and woman of each period. The Baginels prefer to talk about clothing rather than costumes and use it to convey information about occupations or lifestyle: a labourer's leather jerkin and a merchant's fur-trimmed hat and gown, for example.

Musicians, dance troupes, courtiers and commoners, entertainers and servants all come together for the great climax of the day. It is not a performance - audiences either of parents or other classes can be a distraction. "We take a back seat at this stage," says Alison Baginels. "The children's part is the most important thing."

Teachers who take up the suggestions for preparatory work before the visit will find the benefits of a *Box of Delights* day enormously enhanced. As well as discussing details of historical background, they can allocate roles, prepare clothes and practise music and dances.

Alison and Michael Baginels can be contacted at 45 West Street, Godmanchester, Huntingdon, Cambs PE18 8HH.

Samira Kirolos tells of the gods of Ancient Egypt

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Mrs Tanner's Tangible History

Samira Kirolos wore a richly embroidered Egyptian dress for her story-telling session with young children at Redlands junior school in Whitechapel, east London. A table covered with a brightly appliqued cloth, showing camels and warriors, was at eye level to the group of 50 or so six and seven-year-olds seated eagerly around her. An assortment of Egyptian artefacts and objects to be used in the story-telling was displayed on the table: a drum and symbols, a key of life, some dolls and figurines, a piece of cloth and some figs.

Samira Kirolos started story telling in London schools last year. She was born in Egypt and went to school and university in Cairo, and later in America, where she studied speech and drama. For the last 11 years she has lived and worked in London as a freelance broadcaster for children's radio and television and as a teacher of English as a foreign language.

She uses her culture, "all 5,000 years of it," she says, "to bring to life the ancient Egyptian gods and the adventures of the Pharaohs and sultans as well as peasants and magicians."

She has adapted the stories herself from traditional Egyptian sources and tells them in a soft and compelling voice. "Every class is different," she says, "the most important thing is for the story teller to be flexible enough to follow the children as well as the story."

Children in multi-cultural schools are particularly responsive to the stories and her style of presentation. The Bangladeshi children at Redlands listened attentively, joining in when required and keenly following the development of the narrative. Samira Kirolos is constantly experimenting with new ideas and material and studies of the language have led her to introduce Japanese story telling into her repertoire.

She was one of a number of visitors to the Redlands junior school last October, when National Book Week was given a multi-ethnic theme. Among the other guests were two Afro-Caribbean writers, a South African writer and a Bengali poet. The standard of story telling was very high, according to Robin Shell, the language postholder: "It's very difficult to tell stories when you don't know a class and come in cold, but this is part of the attraction for the children."

As well as exciting the children's interest in books, the week's activities also served to provide in-service sessions for the teachers who gained greater confidence and skill in their own story telling. One indication of the week's success was the large number of books purchased by parents at the school bookshop.

Samira Kirolos can be contacted at 26 Ranelagh Avenue, Barnes, London SW15 0BL. She will be presenting Egyptian stories for children at the British Museum on April 4.

Main picture: Samira Kirolos tells pupils from the German School Richmond about the gods of Ancient Egypt. Top left: "Box of Delights" - the Baginels bring harps, psalteries and dulcimers for the children to play. Top right: "Mrs Tanner's Tangible History" - We unpacked pilgrim baskets full of Victorian linen, flannel petticoats, lawn dresses edged with lace.

Bringing history alive

History Alive...
Young National Trust Theatre
VHS £10 (refundable deposit)
Sandra Sheppard, YNTT Administrator,
8 Church Street, Lacock, Nr
Chippenham, Wiltshire.

Queen Elizabeth I's elaborate royal progress to Charlecombe Park in Warwickshire was an exact equivalent of the promotional tours undertaken by politicians and pop stars today, according to Andrew Dixon, Director of the Young National Trust Theatre.

Now, with neat irony, *Elizabeth I's Progress*, Dixon's programme recreating Gloriana's whistle-stopping round the country, is itself the basis of a videotape promoting the National Trust's theatre-in-education work.

Aimed at teachers of History, Drama and English, the film is intended to demonstrate, in a way that print and even still photographs cannot, the total involvement of the children who take part in programmes when they visit appropriate National Trust properties. This is most eloquently done. Young people aged nine to 18 talk enthusiastically about what they have learnt and how much they enjoyed taking part in the programme - even if they were mostly cast in the roles of blacksmiths and bird-bunters.

The film also shows how teachers' packs produced by the National Trust can effectively be used in the classroom, both as preparation for the half-day workshops and as the basis of follow-up work. In addition, there is a discussion about the educational relevance of the company's work.

Of the gorgeously-costumed programme itself there are only snippets, but then the video has been made with teachers in mind rather than a general audience which might not have been able to see one of the performances. Enough is there, however, to convince the most sceptical of the value of the Young National Trust Theatre's work in bringing history alive in the surroundings in which it actually happened.

Hugh David

Hereditary traits

Genetic Engineering
VHS £18.75

Philip Harris Biological, Oldmixon,
Weston-super-Mare, Avon BS24 9BJ.

This video provides an effective overview of genetic engineering, suitable for sixth-form students. It starts from the point that all living things are made of cells and that the chromosome is the basic unit which carries hereditary traits. These traits are determined by genes which in fact control the production of specific types of protein.

From this beginning an outline of the structure of the DNA molecule is illustrated. The production of protein molecules via ribosomes and the various types of RNA is described. The mechanisms of genetic engineering are then investigated. The use of DNA plasmids in bacterial cells, of restriction enzymes and the ways of changing the coding in a DNA molecule, are discussed. The ways in which *Novo* research is aiming to produce human insulin via bacterial cells gives added relevance to the video.

Most of the visuals in this programme consist of simple animation sequences combined with shots of electron-micrographs of cells and, in the later sequences, of laboratory and industrial plants. The early sequences are simple and effectively explained, but the complexity of the processes involved in the techniques needed to produce insulin from bacteria really needs additional support. This could have been in the form of a flow diagram either on the screen or as background notes.

John Barker



When is touching good or bad? When should children welcome it? Joan Freeman watches a video in which Rolf Harris talks to young children about when to say

Stop!

Kids Can Say No
Skippon Video Associates
Accompanying books, *Child Sexual Abuse Within the Family*, Ciba Foundation, Tavistock Publications, and *Preventing Child Sexual Assault*, Michele Elliot, Bedford Square Press/NCVO Price £36
Rolf Harris Video, 43 Drury Lane, London WC2B 5RT.

Rolf Harris, this video's guide, is much beloved of children. For that reason alone, he must be able to win the trust of young viewers, and here he is talking to 5 to 11-year-olds. It is Rolf who makes the film worth seeing in the face of powerful competition from others on the same subject. This is not, as the makers claim, the first British effort: *Tom, a Study of Child Abuse* was put out by the Inner London Education Authority last year.

Rolf's approach is always sympathetic and on the side of the children. Only once is a slightly amused smile raised by an earnest outburst from a little girl, Sophie, an articulate and charismatic five-year-old.

The visual quality of the film is excellent, and the teaching notes which go with it are very good, particularly



in asking the teacher to become familiar with the material before showing it to the children. Teachers are advised how to present the material to children of different ages and experiences.

Two books make up part of the package. *Child Sexual Abuse Within the Family*, produced by a committee organized by the Ciba Foundation, is written in an academic style. The other, *Preventing Child Sexual Assault*, is clear, concise and well laid out. It would be a valuable addition to books in the staffroom for easy reference.

The theme of the video presentation is to help children to trust their own feelings as to what is good and bad touching. It aims to give the children a sense of their bodies do not belong to any adult. Examples of their own welcome and unwelcome feelings are described by the children, which should be more meaningful to young viewers than more "lesson-type" telling by adults. You don't have to give reasons if it feels bad, says Rolf - say "stop" very firmly.

The approach to the children is careful at all times; perhaps too much so. The worst feeling any child described was being tickled by grandpa: surely even at infant level a child could cope with more than that. Some of Rolf's responses were a little vague. For example, when Sophie asked him "What happens if you tell someone and he has to go to prison?", Rolf answers "Some people don't act right with kids and they need help. You can't protect them from trouble that they themselves have caused, and it's better to say something so that you and the family can get the help you need."

A five-year-old needs a more specific, concrete response. The catchy theme tune, "My Body", with its excellent lyrics, is the same one used in *Feeling Yes, Feeling No* on the Canadian video on the same theme which was reviewed in *The TES* last year (November 15). It reminded me that the written material which accompanied the other video was better, even including the musical notation for the teacher. Yet this film is English and has Rolf. The only other real competitor is the American Hanna-Barbara's *Strong Kids Safe Kids*, guided by the Fonzy, which has more detailed instruction and is also cheaper. The question of choice may depend on whether you think your pupils will identify more with the Londoners in this film or their Californian peers.

Fun reading

Help A Child to Read
VHS or Betamax, £12
Volunteer Reading Help, Centre for Language in Primary Education,
Sutherland Street, London SW1.

Volunteer Reading Help (VRH), which began in 1973 as a small experiment in two London junior schools, now has five established branches and may soon have up to eight more. *Help A Child to Read* has been produced as part of this programme of expansion and is designed to offer a straightforward and accurate account of the organization's approach for use in the training of new volunteers. In the event, however, this clarity of purpose has led to a superbly succinct demonstration of the importance of personal relationships in helping children with reading difficulties which should improve invaluable in teacher training and in literacy support services.

The programme begins with an outline of the commitment required of the volunteer, followed by brief contributions from organizers and educational advisers. Each of their suggestions is immediately demonstrated in practice by a volunteer working with a child, so that the prospective volunteer can both see the point of each piece of advice and relate it to the coherent framework which is at the heart of VRH's success.

The key idea is that the volunteer should be a "non-nagging, amiable friend... giving children confidence, and enjoying it, and having fun and relaxing". This implies that the volunteer has to recognize his or her own individuality as well as the child's.

Games and puzzles, therefore, have their place as well as stories, and the child is encouraged to choose both the books which are read and any technical help which the volunteer provides. At the same time, volunteers are shown how their "natural but important" contribution fits into the overall pattern of the work of the school, and are impressed with the fact that the organization depends on professional acceptance of their work on the part of teachers.

No prospective volunteers could watch this programme without picking up a very clear idea of what would be required of them and of how to go about the work. It is light, unpretentious, and produced to the highest professional standards by the Ciba Foundation, and a fine example of the communicative power of educational video in the hands of people who really know what they are doing.

John Barker

edits

BISFA 86

A conference and exhibition for new and potential users of film and video is being held by BISFA (The British Industrial and Scientific Film Association) on April 7-9 at the CFS Conference Centre, Portico Close, London W1.

Under the heading "Pictures of Industry", the conference will be devoted to programmes on medicine (including veterinary science), finance and engineering.

The exhibition will be open to visitors not attending the conference sessions. Tickets and further information are available from Jane Mitchell, BISFA, 102 Great Russell Street, London WC1.

DERMATITIS

Dermatitis is a nasty condition and, once contracted, can be extremely difficult to cure. It is, therefore, important that staff exposed to the risk of contracting are trained to know of the dangers.

A new 16-minute video discusses common risk substances and situations before showing the importance of taking precautionary measures. It is available for hire £26 or purchase £85 from CFI Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN.

briefings radio & tv

Continuing education and general interest

HORIZON

(Saturday, 18.00 BBC2)

"In the Wake of HMS Sheffield" features a description of Exocet attacks by Argentine pilots and the evasive action taken by British captains. Shows how real warfare is the only way to find out how well technology and tactics work.

SWITCH ON TO ENGLISH II

(Sunday, 10.30 BBC1)

A series to help viewers improve their comprehension and use of English. Specially formulated language games, involving the assessment and exploration of the use of English on television, are played by a panel of well-known personalities.

TELE-JOURNAL

(Sunday, 11.20 BBC1)

A repeat of last Monday's news bulletin in French from TF1. Chantal Cuiet introduces the items in English to give us all a clue.

WITH A LITTLE HELP FROM THE CHIP

(Sunday, 11.45 BBC1)

How can micro-technology help disabled people realize their full potential? This series shows some of the possibilities, but stresses that micro-technology cannot work miracles.

THE MIND IN FOCUS

(Sunday, 16.00 VHF4)

Peter Evans looks at what makes people laugh, the effect of television commercials and the way people are attracted to one another. A short documentary precedes a studio discussion.

NEVER THE SAME AGAIN

(Sunday, 16.30 VHF4)

Most families go through major crises at some time and the experience of others can sometimes help. Here the topics Jenni Mills discusses include trouble with the law, father in prison and a disabled parent.

MICRO LIVE

(Monday, 17.30 BBC2)

In the last programme of the series, Fred Harris talks to John Coll about "benchmarks" and compares the Commodore Amiga with the Atari 520ST.

BRAINWAVES

(Wednesday, 19.45 RA)

Margaret Percy presents a new series reflecting on current topics in education. Includes the stress created by the teachers' dispute, the unrest about student grants and the continuing saga of the implementation of the GCSE.

MEDIA

Join the club



Even before it is off the drawing board, Channel 4 is anxious to involve teachers in the planning of a revolutionary new series for young people.

With the working title *Kids' Club*, it is intended to bridge the gap between current schools' and children's programming. It will be based around Channel 4's existing teletext service 4-Tel and transmitted on a weekday lunchtime.

Channel 4's assistant commissioning editor for children's programmes, Sue Crockett, says "We want to do something which children can watch at school but which will be uniquely theirs. 4-Tel gives us that opportunity."

Working in conjunction with Mort Smith of Intelfax, who produces Channel 4's teletext services, she has come up with the idea of a programme which is literally a magazine, with everything being carried on teletext pages. But, because the programme will be going out when Channel 4 normally displays sample pages of 4-Tel via what is called teletext "In-Vision", it will be generally available. Viewers will not need to have special teletext sets to receive it.

Mort Smith believes the idea has enormous potential. It combines considerable flexibility and almost minute-to-minute adaptability with a certain degree of "interaction". Although

children will not be able to "talk to" the programme except by letter, it will be responsive to their needs.

Ultimately he wants it to be run by a panel of young people who will advise Channel 4 on what should go in. At the moment he is considering such features as a Noticeboard to publicize children's events around the country, a Swap Shop, interviews with public figures, a pen pals scheme and a regular section on computers, possibly including the broadcasting of children's own programs for others to download and use.

He also hopes that the *Kids' Club* will continue and enlarge the existing 4-Tel Gallery which provides a Channel 4 showcase for viewers' computer graphics. At present hundreds of children a week are already sending in intricate designs - proof, according to Mort Smith, that they are at home with information technology and responding to its challenge in a positive way.

How much further they can go is now up to them - and their teachers. Sue Crockett is very anxious to have teachers' opinions of the idea, and suggestions - either from them or their pupils - about how it could best be used. She can be contacted at Channel 4, 60 Charlotte Street, London W1P 2AX.

Hugh David

Towering infernos

teacher might fight shy of taking a group of average 14-year-olds to see them. The moment when the plug was knocked out of the bottom of the blast furnace and the molten metal gushed out was spectacular enough to be worth a pass on its own.

Achieving a sense of scale for these giant processes on the small screen could present problems, but not to producer Jack Smith. From a diagram of the whole blast furnace he moved in to a close-up of one tye, the pipe which blows air through the ore in the furnace, then cut to the real thing, a vast pipe connected to brick air heaters some 30 feet high.

The series makes a point of showing the most modern processes. It recognizes environmental concern by a brief reference to pollution control measures, but broader language functions such as acid rain are ignored. Such issues are not only a way to relate chemistry to real life, but also fulfil the core curriculum objective of putting the chemical industry in its social and environmental context.

"Poly (ethylene)", the final programme

TV French

"The Teaching of French Through 'Television Material' was the subject of a conference held last month at Hatfield Polytechnic. The one-day event offered an opportunity to see some recent materials from Thames Television for teaching French through video and TV materials and to hear the authors of the accompanying notes describe their approaches.

Anny King, Henry Sinneron and Chris Beswick talked about Anouilh's *Le Bal de Vire*, *Action-Télé* series 3 and *Realités Françaises* respectively. Jacky Simon, Attaché Linguistique at the French Institute, gave an opening address which exemplified the possibilities of the medium.

To summarize: good TV or video programmes are a compelling way of making the target language real, of showing communicative situations in which particular language functions are found, enabling the teacher then to go on to analyse and exploit the language. This natural movement from global communication down to specific language forms shows up the narrowness of some approaches to language teaching.

Some issues will affect future developments. The enormous value of authentic television can be compromised by the sheer difficulty: hesitation and false starts are certainly authentic, but teachers and students alike need to be able to expect them. Some participants felt that certain topics - euthanasia, cancer - were simply too vivid to use in class.

Inevitably, the question was raised of the value of video cassette records to modern language teachers and it was generally accepted that current underuse of what's available indicates apprehensiveness about the medium, and the need for a massive in-service training programme. Thames hope to do something about this, in the form of a three-day course, in the form of a three-day course, in the form of a three-day course, in the form of a three-day course.

A possible next step could be to do something about the way foreign language novels are taught. In the meantime, language advisers should note that access to VCRs is going to have to improve rapidly.

Jenny Gilbert

Radio Club is off the air till September.

Jenny Gilbert

Tim Parke

All fun and froth?

efforts are read on the air just before the next instalment ("Now let's see how Gremell and Niblock did get out of the underground river..."). Perhaps most useful of all is the encouragement given to correspond with the programme - expressing opinions on topics recently covered and reporting news of interesting happenings in the school, when there's always a chance a roving reporter might come and cover the event for the programme. Few eight to 11-year-olds can resist the chance to hear their names and ideas on the air and get a *Radio Club* badge through the post, and many write quite regularly.

For the producer, correspondence is the best way to discover who and where the audience is. A whole batch of mail once arrived in Braille, fortunately transcribed by the teacher, and a "posting contest", staged as follow-up to a feature on the Penny Post, served to locate some far-flung listeners as well as turning up some interesting statistics. The slowest time and dated postcard took six days from Glasgow, while the fastest took 14 hours from Perth! Credit should be given to a London-produced programme which manages to include a wide range of regional voices every week.

Teachers can use *Radio Club* in a number of ways. It certainly seems to quell a noisy class for 15 minutes (it moves so fast they miss the jokes if

only abdicate for that time and act as though the children's correspondence goes between the lines of the programme. Or there is a wealth of scope for follow-up classwork and discussion. The recent feature on birthdays sparked off a shower of related ideas... Tubby TV astrologer Russell Grant gave his opinion on pop versus "real" astrology: "It's like comparing Boy George with Beethoven".

Radio Club itself is a bit like that - set against a structured full afternoon's English lesson: it's popular in every sense: plenty of pace, packed with ideas, and extremely catchy.

Radio Club is off the air till September.

Jenny Gilbert

Tim Parke

Tim Parke

Tim Parke

Tim Parke

Tim Parke

Tim Parke

Tim Parke

Tim Parke

Tim Parke

Tim Parke

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Education Head Teachers

Qualified teachers are invited to apply for the following appointments:-
Group 4
RAVENSHAM MARTIN ROE C.E. (CONTROLLED) JUNIOR, Swinton Road, Ravensham, Nottingham, NG15 9FS.
Roll: 205
The vacancy is created by the retirement of the present Head Teacher, Vacant 1st September, 1986.

Group 4
CAPLTON ST. AUGUSTINE'S R.C. (AIDED) PRIMARY, Southcliffe Road, Caplton, Nottingham, NG4 1EQ.
Roll: 152
The Governors are seeking to appoint a well qualified and experienced teacher who is a committed Roman Catholic. The vacancy is created by the retirement of the present Head Teacher, Vacant 1st September, 1986.

Group 5
EDWINTOWE KING EDWIN PRIMARY AND NURSERY SCHOOL, South Avenue, Edwintowe, Mansfield, Notts, NG21 9NS.
Roll: 547 including nursery
The vacancy is created by the retirement of the present Head Teacher, Vacant 1st September, 1986.

Group 10
CHRIST THE KING RC (AIDED) COMPREHENSIVE SCHOOL, Darlton Drive, Arnold, Nottingham, NG5 7JZ.
Roll: 800 (no. 52 in VI form)
The Governors are seeking to appoint a well qualified and experienced teacher who is a practising Roman Catholic. The vacancy is created by the retirement of the present Head Teacher, Vacant 1st September.

For all the above posts application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education at County Hall, Closing date 4 April. Please quote ref. 526.

An Equal Opportunity Employer.



Nottinghamshire County Council
County Hall, West Bridgford
Nottingham NG2 7QP

PRIMARY HEADSHIPS

continued

GATESHEAD
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HEAD TEACHER
BEDE COMUNITY PRIMARY SCHOOL
Group 5, plus 1.5 increments plus 5p Allowance

The Authority is seeking to appoint an experienced primary school teacher with imagination, enthusiasm and commitment to community education to the above post with effect from 1st September 1986.

This new all through primary school was created in May 1983 by the amalgamation of a junior and infant school. Education is a nursery unit. It has a purpose built extension which provides a specialist model for local community activities and a clinic run by the Gateshead Health Authority.

In recognition of the nature of the post the salary of the Head Teacher is enhanced by the equivalent of 1.5 increments.

Application forms and further details may be obtained from the Director of Education, Prince Consort Road, South, Gateshead NE8 4LP. Completed forms should be returned to the Director of Education not later than 18th April, 1986.

We are an equal opportunity employer and welcome applications from candidates of any race, sex, age, marital status, etc. (08163) 110010

GUILDFORD

GUILDFORD HIGH (Church Schools Company) London Road, Guildford, Surrey GU1 1BJ

HEAD OF JUNIOR DEPARTMENT (5 years) 49 part-time primary pupils. Application forms and further details may be obtained from the Head Teacher, Prince Consort Road, South, Gateshead NE8 4LP. Completed forms should be returned to the Director of Education not later than 18th April, 1986.

Further details and application forms may be obtained from the Director of Education, Prince Consort Road, South, Gateshead NE8 4LP. Completed forms should be returned to the Director of Education not later than 18th April, 1986.

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HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
HEAD TEACHER
OLD COOLE FIRST SCHOOL
Cottingham Road, Cottingham, York YO21 3ST.
Roll: 155 (plus 40 place nursery). Age Range 3-5

There is a strong community involvement on this site including Youth Club and Community Outreach Worker closely involved with the nursery.

Required for September, 1986
15500
For
STEELE CLIFFE JUNIOR SCHOOL,
Grange Road, Westcliffe, South Humberside DN17 1PN
(18-20 year olds)

Application forms and further details (S.A.E. please) available from The Chief Education Officer (Ref. PJK), Sanford House, Sanford Street, Swindon, SN1 1QH, returnable no later than Friday, 4th April, 1986.

Colerne C.E. Controlled Primary School, Quarry Lane, Colerne, Chippenham, SN14 6DU
Group 4
N.O.R. 230

Required from September, 1986, for this lively school in pleasant surroundings with a large proportion of H.M. Forces' children. The Governors seek a well experienced and energetic Head Teacher who is sympathetic to a pupil-centred approach to learning and who values full parental involvement.

Application forms and further details (S.A.E. please) from and returnable to Chief Education Officer (Ref. PJK), Sanford House, Sanford Street, Swindon, SN1 1QH, returnable no later than Friday, 4th April, 1986.

Westbury Leigh C.E. Controlled Primary School, School Lane, Westbury Leigh, Westbury, BA13 5EN
Group 4
N.O.R. 148

A new Head Teacher is required for this thriving village school on the outskirts of Westbury, following the appointment of the present head to the headship of a larger school in another Authority. It is hoped to make an appointment for September, 1986. Application form and further details (S.A.E. please) from Chief Education Officer (Ref. PJK), Sanford House, Sanford Street, Swindon, SN1 1QH, returnable no later than Friday, 4th April, 1986.

Salisbury Woodlands County First School, Wooding Way, Salisbury, SP2 9TY
Group 2
N.O.R. 128

Head Teacher required from September, 1986 for this 5-6 first school serving the Bampton Heath area of West Salisbury. The school is housed in post-war buildings. At the age of 6 plus, pupils transfer to Avon Middle School and at 13 plus to Westwood St. Thomas Upper School. There are twelve first schools and three middle schools in the West Salisbury/Wilton 3-6 comprehensive pyramid.

Application forms and further details (S.A.E. please) from and returnable to the Chief Education Officer, Education Department (Ref. ST/TP/MS), County Hall, Trowbridge, by 8th April, 1986.

Amesbury County Infants School, Cold Harbour, Amesbury, Wiltshire, SP4 7AH
Group 3
N.O.R. 144

Head Teacher required for September, 1986. The school is situated close to the town centre and shares a site with the linked C.E. (Aided) Junior School. At the age of 11 plus, the pupils transfer to Slough School (11-16). Conveniently situated on the A303, Amesbury is within easy reach of Salisbury.

Application forms and further details (S.A.E. please) from and returnable to the Chief Education Officer, Education Department (Ref. ST/TP/MS), County Hall, Trowbridge, by 8th April, 1986.

Highbury First County Primary School, Highbury Avenue, Salisbury, SP2 7EY
Group 4
N.O.R. 187

RE-ADVERTISEMENT
Required from September 1986 an enthusiastic, experienced teacher to work in partnership with newly appointed Head. Must be prepared to take responsibility and work on own initiative.

Application form and further details (S.A.E. please) from and returnable to the Head Teacher by the 23rd April 1986.

Previous applicants will be reconsidered and need not re-apply.

Trinity County Infants School, Newbury, Wiltshire, BA14 0BS
Group 4
N.O.R. 220

DEPUTY HEADTEACHER
Required for September, 1986, a Deputy Head Teacher with the ability to advise colleagues

EXTRA

EXTRA

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Reading 360 is the comprehensive language and reading development programme for Reception to age 12+

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THE ADDITIONAL MATERIAL

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TEACHERS' RESOURCE BOOKS

The Reading 360 Teachers' Resource Books are practical, concise, straightforward and readable. "Probably the best single source of professional direction in this field for teachers of children of any age from 4 to 14". — Education

- creative work
- extension reading lists
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- guidance on assessment
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73 books in 13 Levels covering the full Primary School reading ability range.

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"Teachers' and pupils' materials related to the language and content of Levels 0 to 4, featuring the unique Levels 1 and 2 Big Books, laying the foundations for the reading and language development work in subsequent Levels.

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A variety of ready-prepared materials meeting the recently researched and well-recognised need for strategies and resources to develop and extend the full range of reading and language skills.

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52 individual titles spanning Levels 1 to 10 and leading to further independence in reading.

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Reception Resources for Levels 0 to 3
The Reception teacher requires a wide range of language and reading resources. Discussion Pictures, Rubber Stamps, Wordbank, Letter Formation Pack, Early Reading Games and Listening Skills and Language Development Pack provide for this.

Activity Books for Levels 1 to 10
(also available as *Duplicating Masters*)
A separate programme of phonics, language and reading skills, and study skills developing alongside Levels 0 to 10.

Software for Levels 7 to 13
Cloze-type activities related to the Main Readers at Levels 7 to 13, available on disk for BBC Acorn B. The Ginn Language Chip (16k EPROM) is also required to provide the necessary text-handling capacity.

Published by Ginn and Company Ltd.,
Pembroke House, Parsons' Place,
Aylesbury, Buckinghamshire HP20 2QZ.
Registered in England No. 542457

Alive and well

continued

all these are constraints which many authors absorb into their writing with imagination and ingenuity. And teachers are grateful for their expertise because they recognize that in the early stages of reading what matters above all else is for children to succeed. Failure, even at the most superficial level, can so quickly affect a child's attitude to reading.

There are children who seem to acquire a knowledge of reading by osmosis, often absorbing the process before formal schooling. But you would need a great deal of courage to assume that all children, provided they are read to frequently and surrounded by beautiful books, will learn in this way. Where is the research to suggest this is a possibility?

There is no evidence that reading schemes are disappearing from primary schools and publishers are obviously optimistic that teachers will still be looking for fresh resources into the next decade. The most promising change is that very few schools rely solely on one basic programme. Teachers are insisting on the availability of a selection of schemes to provide a choice for the children.

All the arguments for the retention of a published reading programme rest on one significant factor, and this, of course, is the quality of stories in the books. An examination of some of the books which have been published recently gives rise to optimism. Authors and publishers are lifting their heads and looking for fresh resources into the next decade. The most promising change is that very few schools rely solely on one basic programme. Teachers are insisting on the availability of a selection of schemes to provide a choice for the children.

Teachers are responsible for their own choice and must have the opportunity for flexibility within their classrooms. However, while the needs of individual children takes precedence over all else, a carefully planned programme with a clear view ahead is still required. For some children guidance along the pathway to literacy may be facilitated by the use of a published reading scheme. If we want our children to be confident and competent readers whose reward is in the story rather than a higher number on a book then the quality of the chosen scheme is essential to success. The comments below on new resources will help but they are not meant to be a substitute for teachers themselves looking carefully and forming their own opinions.

OPEN DOOR

The long awaited language and reading scheme from Thomas Nelson has arrived. It was a wise decision to publish a substantial amount of the programme at the same time; with 54 books, pressure-free masters at each of the four levels, play material and a comprehensive teacher's guide, there is certainly enough to make valid judgements. More material to take children through the junior stage is in preparation.

"Teachers' first impressions will undoubtedly be influenced by extremely well presented books and resources. Open Door is a language and reading programme which follows a clear un-complicated pattern. It will easily be absorbed into a school's language.

Opening Time
28 to organizations and educational establishments
25 to individuals, from The Gatehouse Project, St. Lukes, Sawley Road, Miles Platting, Manchester 10.

Opening Time is a writing resource pack in fourteen units, each of them predominantly written by adult students enrolled in Basic Education courses and professionally produced with the help of grants from Manchester Education Committee and the EEC Social Fund. Its main aim is to put into practice the idea that students should be in control of their own learning, and in the process to provide a series of focal points for other students and tutors to use as they wish. In the event, however, the authors have achieved more than this, and the pack is both a clearly-argued and challenging guide for teachers and a powerful collection of writing, closely focused on personal truth.

Venford House, for example, was rejected by his mother and first met his

policy.

Throughout the stories two central characters Lilli and Pop appear. It is already known that these animals are sensitive and full of humour. In the earlier books these factors go some way to compensating for the paucity of story, always difficult to achieve at this level. The author of the books, Elizabeth Lawrence, has chosen to adhere to a strictly controlled vocabulary and it is recognized that such a constraint does make it extremely difficult to develop a story line. Some of the books have successfully overcome this problem, others start well but end as a damp squib. The later stories do not suffer in the same way and several of them will be firm favourites with children.

It is delightful to see the introduction of phrase cards (with ingenious plastic stands) for each level. Words are always placed in context and in meaningful language structures, but why does there have to be a list of words at the beginning of each book and new words underneath the text in blue? These are intrusive and should only appear in the teacher's manual.

Another unacceptable component of the books is the statement at the end of each one which says "Now you have read book 4 you can read book 5". Reading is not an intensive process — a ladder to be climbed — but an extensive one. In the early stages of learning children should be encouraged to read lots of books at the same level to ensure fluency and understanding. This number game will be abused by anxious parents.

The "play material" is excellent and consists of four stout cardboard background and many stand up plastic coated characters from the stories.

Both the Teacher's Handbook and all the language activities contained in the pressure free books have been written by Nora Whetton. The follow up work stresses the importance of integrating reading and writing. The handbook is in a ring binder and offers teachers extensive support without being too daunting.

Open Door will delight many teachers and children. The authors and illustrators have created some lovely characters to ensure that children will want to read the books. They have also provided other valuable resources to help them read with ease and understanding. An attractive proposition for schools looking for a structured scheme.

PUDDLE LANE

This new reading programme written especially for parents to use in the home, has already been reviewed on these pages. Though this review was unfavourable, evidence from a very wide spectrum of parents and children confirm the overwhelming popularity of *Puddle Lane*. Tim and Tobias have been voted by hundreds of teachers as some of the most popular stories to be found in any classroom. The same imaginative flair is contained in the new Ladybird series and *Puddle Lane* is a world children will enjoy reading about.

OXFORD READING TREE

Launched in January of this year the *Oxford Reading Tree* is an ambitious programme written by one author, Rod Hunt. His name is already familiar to primary teachers and all Rod Hunt's previous publications have,

Focal points

two brothers when he was taken to her funeral at the age of six. At school, he writes, "My first did the talking," but kindness from foster parents and their children have given him another perspective on survival and an element of choice about his life. Others are more pessimistic, and see themselves as trapped in bad housing, redundancy, the YTS or a cycle of educational failure and frustration.

One writer describes his earlier attempts to keep up in school without being able to write as "trying to build a roof where there's no wall", while Ann Hanson, sent to a school for under-nourished children, would be physically examined by her parents when she came home and half-drowned if they thought she had eaten anything at

justifiably, been well received. The new series will add to his previous successes.

Phase 1 (now available) constitutes five stages of 24 storybooks, these form the trunk of the Reading Tree. Ten further storybooks form a branch of the tree, these are called *Sparrows* and provide further practice for children who need more steps. Phase 2 (available 1987) will contain more one books — owls — and a phonic brand-woodpeckers. Robin and Jackdaw branches follow in 1988.

The introduction to the *Reading Tree* takes the form of a large flap-over book containing 32 coloured pictures and incorporates a transparent overlay which can be written on. This type of conversation book is now seen as an important language component for any major reading programme. As well as promoting talk, teachers can also use these *Reading Tree* illustrations with the stories printed in the Teacher's Guide. All the storybooks in the first four stages have long versions in the guide. Putting the meat on the bones in this way helps to overcome the enormous problems of developing characters and exciting stories within the constraints of a limited vocabulary.

Rod Hunt is a real story teller and even in the first books his sense of humour, awareness of children's thoughts and feelings are portrayed clearly in a direct and unadorned manner. He has the support of a sensitive and perceptive illustrator, Alex Brychtle. The cartoon-like drawings capture the essence of the characters well. Minority groups are integrated into the pictures and stories and not just uncomfortably added in the first stages add so much to the enjoyment of the stories (and their consistency is comforting to so many early readers).

In addition to the 34 storybooks (12 of which can be obtained as Big Books) there are also nine expendable word books; concept cards which have a word on one side and that word contained in a sentence on the reverse; word cards and two delightful story tapes recorded by such well-known actors as Judi Dench and Hannah Gordon. These contain extended versions of the stories in the Stages 2-4 and include the Sparrows.

Finally the Teacher's Guide. With 286 packed pages it does look formidable! It is hoped that this will not deter teachers from delving inside. Their efforts will be rewarded.

Following discussion of each story is a list of other books which may be read to children and read by them, thematically related and including poetry. Ideas abound for all aspects of language, made accessible to teachers by a spiral bound book and permission to make copies.

None of the *Oxford Reading Tree* will gather dust on the classroom shelves. Children will appreciate the joy of it all and teachers will share their pleasure.

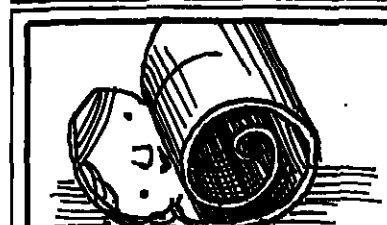
Betty Root is Director of the Reading and Language Information Centre, University of Reading. Part of this article is taken from a paper to appear in "Resources for Reading: Does Quality Count?" UKRA proceedings, to be published by Macmillan in July 1986.

Such truth hurts, and some writers have understandably retained their anonymity. The pack, however, is designed to help them to build on their initial expression of pain or anxiety and to help tutors to provide flexible support where it is needed, so that the learning remains closely related to each student's own interests and intellectual dynamics.

Peter, the author of the unit entitled "A Beginning Writer is not a Struggling Thinker", is happier to struggle with D. H. Lawrence than with simplified materials, as "With a kid's book I can't fail but I can't win. Some students, on the other hand, have had quite enough of failure and use the pack to express political rather than artistic revolt."

The pack's design makes for adaptability and ease of use, and the writing is complemented by excellent graphics and photography. It will be of real interest to anyone concerned with education and an invaluable resource for tutors in Basic Education.

John Bald



This year has seen the sales of the *Take Part* series reach over a million. These delightful and innovative sets of plays for primary children to read or act in small groups are written by Sheila Lane and Marian Kemp. They were first published in 1963 by Methuen but have been extensively increased under Ward Lock. Undoubtedly they were ahead of their time. In the late Sixties teachers were encouraged to hear children read individually and frequently, leaving little time for the luxury of group reading. In the Eighties research, notably Extending Beginning Reading under Vera Southgate Booth and the work of Kenneth Goodman with his "miscue analysis", has redressed the balance. Teachers still need to hear children individually but the two-page-a-day has been replaced by much longer sessions so that teachers can diagnose and help children, which inevitably means hearing them far less frequently. This has opened the doors to group reading, allowing for more enjoyable and relaxed sessions.

In the wake of this approach has come the demand for many more sets of play-readers, but the *Take Part* books are the only ones to date which have deliberately pointed out the differing range of reading ability needed within the plays. This is designed to help teachers select pupils of a wide range of ability and allow them all to participate, instead of rigidly keeping the good readers as a set separate from the reluctant or poorer readers.

The series consists of 18 books adapted from famous and popular stories, eg *Flat Stanley*, *The Treasure Seekers*, *Space Hostages*, and generally contain between seven and eleven parts. In discreet print on the inside back cover the suggested reading ability is given beside each play in order to help teachers with casting. Apart

from the good variety of stories within this series the authors have ensured that each play reader has a contribution right through the play — there is nothing so disheartening as finding you are dead on page two. This is a point worth checking when selecting play readers — if the primary aim is to promote group reading then sets which cast aside players too early in the book can be a disaster.

Take Part Starters were added to the series in 1978. They are for the six to nine age range and each book contains three short plays for two to four parts. They are a welcome addition to infant "group reading" sessions, with clear print, simple vocabulary and cheerful black and white line drawings. It's a pity the suggested activities for pupils "to do" at the end of each play were not left to the teacher's notes, as their inclusion just tips the books into the area where children believe that all school reading is done in order to complete the work that follows.

Play readings are no less popular with older reluctant readers (11 to 14 years), where most pupils will opt to read in a group rather than in a one-to-one situation. By far the most popular series of plays for these pupils are *Spirals*. There are now thirteen play books with parts for between two and eleven players, and the smaller groups mean that each player joins in frequently as the speeches are generally one or two lines long. The stories are highly amusing, dealing with such incidents as discovering "an earwig in the ear", the enthusiastic learner driver if less enthusiastic driving instructor and a dead grandmother proving rather elusive during a package holiday trip.

There have been six new titles added this year which will undoubtedly prove as popular as their predecessors. Paul Croves has not only contributed to the *Spirals* plays but has also written *The Tuffon Hill Mob*, *Six Plays for Today*

Nobody dies on page two

Diana Bentley on plays for group reading

and *Looking After Number 1* (Murray). These are written for whole class participation and it is a credit to their popularity that neither boys nor girls minded taking opposite gender roles and poorer readers were as keen to have parts as their more able peers.

The major publishing interest in books for play reading is in the junior school age range. Cambridge University Press published *Playmakers* in 1982. These are "whole class" based and contain parts for 20 or more players. The plays cover a wide range of themes from traditional tales (eg "All About the Ark") to "Tales of Adventure in Space". Each book contains three plays which are linked by short exchanges between characters watching the plays. This means that each play could be read or rehearsed separately and then put together for a larger performance. The layout of these plays is "interrupted" by necessary stage directions so if they are being used as a class reader rather than for performance it is often advisable for the teacher to take this on as a speaking part. At the back of these books are useful notes on staging and costume as well as music for songs in the play.

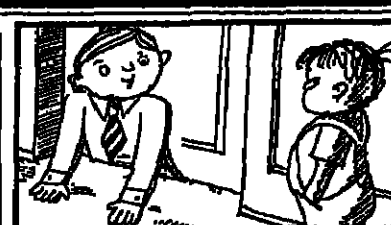
Also intended for whole class participation and performance are *Junior Drama Scripts*, published by Macmillan, which have speaking parts for between 15 and 23 pupils. These are disappointing as plays and not really suitable as class readers, for instance, in "Snow White" the good queen dies on page two. One of the first things pupils do is to see how often their character appears and become disgruntled if they are removed early in the story. "Snow White" is intended as a send-up of the original story and could be very amusing if the children were old enough or competent enough to do

this, but "Dangerous Danny" is a laboured pantomime and lacks the sparkling humour found in *Spirals*, with Danny having an overpowering speaking part. "The Pied Piper" endeavours to stick to the Robert Browning text which results in a fairly difficult read and an even more difficult "by heart" production. However, the notes and class suggestions contain some useful hints.

Plays Plus Reading, published by Holt Rinehart and Winston, are also intended for children between seven and twelve. The groups' size is generally six to eight pupils and all the plays are thought-provoking and exciting. In "A Child is Born" a baby and his parents are to be used as a sacrifice by the Druid priests and the question is raised as to whether the Christian father has the right to put the whole family at risk because of his faith. The plays are clearly displayed with good gaps between each speaker and the speeches kept short and manageable. Again the stage directions could be read by an adult and the production notes and discussion points are useful and practical.

Playreaders (Macmillan, 1986) are designed for the seven to nine age range but the content and language could be tackled by many top infants. These are a lovely, clear and imaginative set of books. They are designed so that the size of the group can vary by as many "chorus" contributors as the teacher wishes, but most plays require around 10 participants. Each story has a moral point, eg "Little Sister" — when the daughter of the chief wants to be like her brothers and find the feather of a white eagle. She takes her bow and arrow and sets out on her adventure but learns that peace and kindness are far more powerful than her weapons.

For the poorer or non-readers in the class there are parts which repeat short phrases — the birds chorus "So are we, so are we" whenever asked if they are



afraid of Bandybones the evil witch. A most practical set of plays for infants is *The Dreaded Christmas Play*, published by Collins, which are the result of the author spending anxious hours with the "Christmas production". These are simple and effective stories for production and for group reading with all conceivable problems anticipated and ironed out in the teacher's notes. They have few "star" parts and many for the "also rans" and the number of actors is dictated by the number of children in the class — anything from 25 to 40 could be involved. The practical value of these plays shines through the text and they are published in sets of 10.

Take Part Series (for 7 to 12-year-olds), Ward Lock Educational. Eighteen books £1.00 each, teacher's notes £1.50.

Take Part Starters (for six to nine-year-olds), Ward Lock Educational. Nine books £1.00 each.

Spirals (for 11 to 16-year-olds), Hutchinson. Thirteen books 99p each.

Tuffon Hill Mob, *Six Plays for Today*, *Looking After Number 1* (for 11 to 16-year-olds), John Murray £1.50 each.

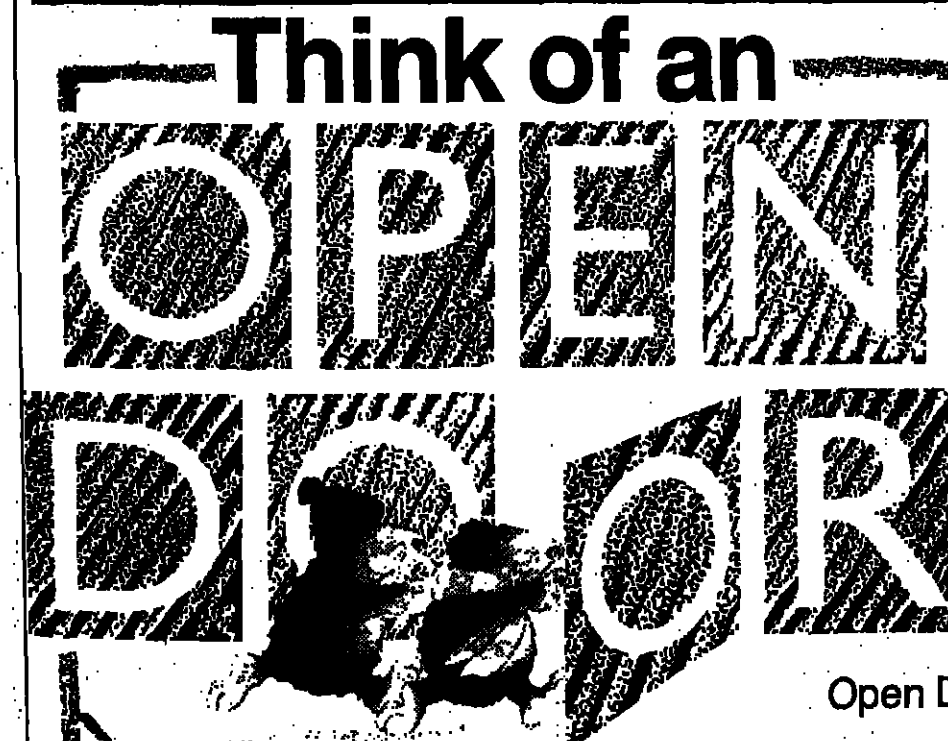
Playmakers (for 10 to 12-year-olds), Cambridge University Press. Fourteen books £1.25 each.

Junior Drama Scripts (for 9 to 11-year-olds), Macmillan. Five books £1.25 each.

Plays Plus Reading (for 7 to 12-year-olds), Holt, Rinehart and Winston. Set of six books £4.50.

Playreaders (for seven to nine-year-olds), Macmillan. Six books £1.45 each.

The Dreaded Christmas Play! (for five to nine-year-olds), Collins. Three packs, 29.95 per pack of 10 booklets and teacher's notes.



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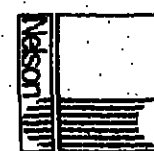
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True to themselves

This year The New Windmill Series publishes its three hundredth title. Audrey Laski assesses the series' first 38 years.

In the Spring of 1949, a teacher wrote to a publisher with a revolutionary proposal: that they should reprint good stories "for boys and girls" in a cloth-bound format that would enable them to stand up to classroom wear, but with the stipulation that they should cost no more than 2/9 or at worst three shillings each. The letter did not say much about the nature of the books to be put into schools in this way, but what was in the proposer's mind was that they should be as enjoyable, stimulating and modern in tone as the Penguin books with which he had already enriched his English teaching, but whose paper binding could not withstand the rigours of school life.

The inspired teacher was Ian Serailier, the publisher Alan Hill at Heinemann, who had himself been thinking along very similar lines, and the imprint which exploded joyously in school book cupboards was the New Windmill Series. Initially aimed at the lower age-range of the secondary school, it soon began to add carefully chosen adult novels to extend the range upwards, and a recent and happy development has been the addition of stories suitable for 10-year-olds, so that the top junior classes can also benefit from the scrupulous choices which are still made by Ian Serailier in partnership with his wife Anne. This remarkable couple have only once had a disagreement about a book which they could not resolve together; they showed it to a young neighbour and accepted her decision.

Serailier says "I was bored stiff with what I had to teach," and from the beginning, the editors concentrated on choosing books which weren't boring for pupils or teachers, but also books "which rang true to themselves". It is impressive to find that the 1986 catalogue, while celebrating the publication of the three hundredth title, Roald Dahl's autobiography, *Boy*, still contains the very first titles to be published. Already, they suggest something of the range to come: *The Oterbury Incident*, for action among children, *The Call of the Wild* for animal adventure, *The Secret Garden* for everyday magic, *The Family from One End Street* for real life, *The War of the Worlds* for science fiction and *The Splendid Journey* for historical adventure. Already there is a mix of pleasurable classics and recent publications. Already there is the clear hint that the editors will not confine themselves to books written specifically for children. Already there is the bonus of first-class illustrations: *The Oterbury Incident* has drawings by Ardizzone.

In the 35 years since the series began, it has maintained a remarkable

consistency of quality, both in choice of books and in standard of production. Of the first three hundred books, nearly two hundred and fifty are still in the list, a fact which speaks for itself. The price has gone up to £2.25 or £2.50, but that is excellent value for clear, sharp print on good paper, and the sturdy hard covers are now cheerfully laminated. The range of writers published includes most of the best of those writing in English for children and adolescents today. The Serailiers talk of possibly "widening the scope geographically and culturally", but it is already impressive: Africa and India are represented, and if *The Family from One End Street* has dated somewhat and now seems patronizing, there are plenty of very recent stories about people living unglamorous lives in hard times which get it right.

The success of the series has, naturally, prompted other publishers to address the same need for good class readers in enduring format at reasonable prices, but, perhaps because of the comprehensiveness of its coverage, only two other publishers seem extensively established in the field: Collins Cascades, with 32 titles in its current list and Macmillan M Books with 51. Many authors, represented by different books, appear in two or all three of the lists, but some are currently in only one, so that any teacher wanting access to the fullest possible range of choice needs to get all the catalogues. New Windmill is still the only series to draw substantially on books written

originally for adults to supplement those designed for children and adolescents.

The first modern adult novel they published which is still in the list is Nevil Shute's *No Highway*, followed later by *A Town Like Alice*. The Serailiers recall that they had to remove all the examples of "bloody" from Shute's work for classroom reading, and shorten *Alice*. Indeed, one of the observations they make about the way things have changed since the series began is that they could not now publish a book like D K Broster's *The Flight of the Heron*, an early favourite, because it is too long. They are saddened, too, by the teachers who tell them that many of the books they publish are too difficult for their classes; given the wide range of styles and levels available, this sounds like a bad example of the underestimation of pupils' abilities of which teachers are sometimes accused. Of course, there are subtle and complex texts like *The Member of the Wedding* and *One Day in the Life of Ivan Denisovich*, but even for the over-fourteens for whom these are intended there are also much simpler texts. Certainly very few readers need specially written or adapted books, but there are other series designed to meet this need.

However, to help teachers who find, as most do, the approach to the class reader one of the thorniest in all English teaching, Heinemann are launching a pack of teaching ideas, *Contexts*, based on the New Windmill series. This is a substantial project pack including copiable worksheets, which will be selling at about £12.50. Similarly, Collins issue free teaching notes for each of their Cascade books on request.

The effect of the revolution which the Serailiers with Alan Hill and Tony Beale at Heinemann achieved can hardly be overestimated. By the boldness of their concept and their choice, they led the way in establishing that suitable classroom reading for children and young people did not have to be confined to a handful of approved, safe, nineteenth-century classics, but could expand to take in both modern novels written for adults and good books written specifically for children. By producing such reading in cheap, good quality format, they transformed the idea of the class reader, and by selling mixed packs of such books encouraged teachers to free themselves from the obligation to have the whole class necessarily reading the same book at the same time. As *Boy* and *Healer* and *High Pavement Blues* come over the horizon, every English teacher should raise a cheer for the New Windmill vision.

WANTED FOR MURDER!



Illustration from "Boy" by Roald Dahl, the three hundredth title in the New Windmill series.

Sustained gains

Andrew Lee on research into the benefits of Paired Reading

Although Paired Reading is one of the most thoroughly evaluated methods of teaching reading, two questions remain about its success: Are the gains produced sustained once PR ends? And what exactly does PR do for a learner-reader? A PR project conducted in Huddersfield last year, using sixth form tutors, may begin to answer these questions.

Miscue analysis was used to assess the skills of the learners in conjunction with the Daniels and Dick Test 12, our usual screening test, to compare the progress of the project readers with others in the school. The miscue analysis is based on a theoretical model that holds that fluent readers would always produce some errors; most words of a text accurately; produce errors within the context of the text; correct a proportion of their errors themselves; read with sufficient speed to retain comprehension.

Using texts taken from those usually available to the learners in the project, we selected two 200-word samples with differing readability levels, calculated using the Fry Graph and the NARE A-Z list. The learners were recorded reading the two texts and the errors they produced were scored in the

following categories:

- 1 Total errors produced
 - 2 Refusals — words not known
 - 3 Self-corrected errors
 - 4 Contextually originated errors
- Their reading rate in words per minute was also calculated. Our aim was not to record individual errors but to quantify errors made according to our model of fluent reading and to measure any changes in the distribution of errors between categories, which would indicate progress towards fluency. We expected that the total number of errors should drop, the proportion of words not known should drop, and the proportion of errors that would be self-corrected would increase, as would those that were contextual in origin, and the learners' reading rate would increase.

The assessment was carried out before, after, and one year after the 12-week paired-reading project. The comparative test results showed an increase in scores of the PR group 1.9 times greater than the control group. This was still 0.6 times greater a year later. The pattern of errors had changed from the beginning of the project: the total number of errors had dropped by 41 per cent; the number of

words not known had dropped by 50 per cent; the proportion of errors that were self-corrected increased by 15 per cent; the proportion of errors that showed use of context increased by 10 per cent. (All figures are averages.)

This change in error pattern was sustained a year after the initial project. When subsequently presented with a text from their current English syllabus, only one learner, who struggled doggedly to phonics, failed to approach the text with the flexibility and awareness of a fluent reader. I believe that this type of assessment has many advantages over conventional methods. Texts can be drawn from the learner's own curriculum or reading diet, and the scoring of a 200-word passage is well within normal marking times and much quicker than tests like the Neale. The assessment can also be used diagnostically and local norms for reading rate might be established through wider sampling. The measurement of progress towards fluency gives a clear picture of the gains made in a way that a reading test could never

Further details of the project may be obtained from Andrew Lee, City Valley High, Huddersfield.

EXTRA

Grassroots bestsellers

Myra Barrs on the difference between children's literature and "the stuff children really like to read"



There's children's literature (the kind that Children's Literature courses are about) — and then there's the stuff that children really like to read. All children's libraries and bookshops have to stock a good many books that never get noticed in the reviewing journals. As with adult pulp fiction, it's part of the market where there are big sales, but little in the way of critical recognition. And often popular children's books have to contend with positive adult resistance.

"Children's Literature" generally has a good deal in it for adults as well. Writers like Russell Hoban and Rosemary Wells make storybooks that are rich in implications — but the subtlety and sophistication of these kinds of texts are often enjoyed more thoroughly by the adult reader-aloud than by the child listener. Adults who are putting in a lot of hours as readers-aloud expect their own wit, their own sense of humour, and even for the over-fourteens for whom these are intended there are also much simpler texts. Certainly very few readers need specially written or adapted books, but there are other series designed to meet this need.

Humour is probably top of the list of criteria, but not the laidback verbal humour of Hoban or Wells. The writers who tap children's own sense of what is funny produce uncontrollable giggles, rather than quiet smiles. Richard Scarry's slapstick routines appeal to this kind of need, as does the sheer silliness of joke books. It's the essence of this kind of humour that it should be overworked, and eventually outgrown; the most heavily-handled puns can intoxicate young readers who are

becoming aware of the game of language and beginning to feel like insiders who know some of the rules.

Much of this kind of humour depends on the reader being made to feel a strong sense of superiority to the book characters. Roger Hargreaves' Mr Men are a clear example of this syndrome; all are blissfully unaware of their own compeupance. Many favourite characters have been loved for their silliness alone — Noddy, Paddington and Garfield are all characters that any child can feel cleverer than. Stories like this flatter the reader grossly, but most fiction probably deals in this kind of flattery on a more subtle level. Readers tend to resent books which outwit them.

Stories like those in the Mr Men books (and the Little Miss books that have followed them) also offer certain basic lessons in the understanding of character. It does seem as if, at a certain stage of literary development, the more one-dimensional the character the better. A kind of Jonsorian theory of humours operates, in which each character is seen to embody only one predominant trait. The readerly satisfaction lies in the identification of the trait, and the recognition of consistency. Little Miss Fickle always

changes her mind, Ant and Bee are always busy, Victoria Plum is always sweet. And this kind of simplified view of character often goes with a liking for stories with a moralising turn; the "lesson" of a story is thumped home.

These kinds of books, in fact, are delivering another kind of lesson. In Margaret Spencer's phrase, they are "texts that teach", in which information about basic fictional structures and mechanisms is presented so clearly as to be unmistakable. It's boring for adults because we know how the structures work; from our point of view the narrative skill lies in concealing or varying them. But children are proud to be able to guess what will happen next, to point to the machinery that is supporting a creaking plot.

All of this raises interesting questions about the business of stereotypes. It does appear likely that there is a stage in early literary development when stereotypes are useful and when children positively seek them out. Urban children apparently enjoy Postman Pat trundling round his untroubled rural patch. One class of infant children whose families mostly came from Bangladesh really loved the bleak white suburban world of Topsy and Tim, while many small boys are



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POSTCODE

1 in 4 children in Britain today suffers from learning difficulties...

DYSLEXIA

VERA QUIN AND ALAN MACAUSLAN

What every parent ought to know

23.95

Last year's HMI report on school libraries, covering fifty-nine schools and three sixth-form colleges in six L.E.A.s, is a heartfelt lament. Almost the only moment of relief is a full page of praise for a young teacher-librarian, who, "despite being hard-pressed, and having no allocation of time for the library and no ancillary help, had in a short time created a most pleasant and uplifting environment which was attracting substantial numbers of pupils who obviously valued what they were being given."

Even this indicates the plight of school libraries as much as their potential. They are run not just on selfless dedication - this one was open from 8.25 in the morning as well as after school and at all break times - but on the expectation that all teacher-librarians will be able to make bricks without straw. The resulting decay and neglect is catalogued in the report in terms of outdated and useless stock, capitulation insufficient to keep pace with normal wear and tear, and libraries taken over for use as classrooms and even as corridors. It is surprising in the circumstances that no more than two schools had spent no money at all on library books during the preceding year and that only one had actually closed its library down.

However, if it is clear that school libraries are in deep trouble, there is no agreement as to what should be done to help them. More specifically, there is a distinct divergence between the approach recommended by HMI in this and in previous reports, and a much more radical series of proposals advanced in another recent report, *School Libraries: The Foundations of the Curriculum*, (HMSO, 1984), produced by the Office of Arts and Libraries. This is based on the work of an earlier "working group" set up by the British Library and the Schools Council, which produced the pamphlet *Information Skills in the Secondary Curriculum* in 1981. As the members of this group are still actively involved in the field of library development, the issues raised in their document remain central to the debate, and must therefore be considered alongside the recommendations of the Inspectors.

The group's main argument is that there is a common pattern to all school assignments, irrespective of the age of the pupils or of the context in which they are set, and that this pattern can be expressed in the following series of nine questions: What do I need to do? Where could I go? How do I get to the information? Which resources shall I use? How shall I use the resources? What should I make a record of? Have I got the information I need? How should I present it? What have I achieved?

In the original report, assignments which could be considered in this way were described as "a thread" running through a pupil's school career, but the Library and Information Skills Committee (LISC) goes further, suggesting that these nine questions are "at the centre of all school assignments and virtually all adult jobs."

Unfortunately neither the working group nor LISC have offered any convincing evidence to support their proposition. LISC presents it as established fact, while the original report is illustrated by examples of tasks which pupils are given in school, in each of which only part of this elaborate schema is actually required of the pupil.

Dyslexia: What Parents Ought to Know, by Vera Quin and Alan Macauslan. Penguin 24.95.

Deep Dyslexia, Edited by May Coltheart, Karalyn Patterson and John C. Marshall. Routledge & Kegan Paul 28.95.

Vera Quin and Alan Macauslan have drawn on many years' experience at the Learning Difficulties Clinic at St. Thomas' Hospital. Their book is addressed to parents; its approach is designed to be friendly and reassuring, and they stress how important it is for professionals to explain their findings simply. There is information about the brain, epilepsy, cerebral palsy, autism, blindness, visual development, deafness, and much else. The emphasis throughout is on common sense, and there is a commendable absence of jargon.

Sadly, matters have been thrown into disarray by problems of terminology. To most people nowadays the word "dyslexia" implies a highly specific condition, medical in origin, but



Neglected resource

John Bald on the plight of school libraries

However, instead of recognising that this refutes their theory, the group is in some cases content to acknowledge that certain decisions are taken by the teacher rather than the pupil, and elsewhere simply leaves questions that don't apply out of its list. This allows it to state with confidence that "We could have analysed an assignment for a nine year-old in the same way", while recognising that the teachers have "different levels of expectation" from the pupils.

Expectations, however, are only one factor in the complex pattern of conceptual development, aptitude and interests which influence decisions about what children do. To base a theory on the analysis of one kind of task without reference either to the detailed requirements of the curriculum or to the developing mind of the child is simply impractical. To claim that the theory is universal is ridiculous, and distracts attention from those areas, such as certain types of project work, in which it may be genuinely useful.

In the HMI survey, the library is seen as "an integral part of the life and work of a school" (7.1), with a variety of roles and services to provide, both to departments and to individuals. However, only two of the schools had produced even an "embryonic" policy document for their library, and the Inspectors suggest that the formulation of such a policy, "based on discussion with the whole staff and presented in the context of discussion about the curriculum" is "the most important step a school can take to improve its library" (8.2). They further recommend that responsibility for the library should no longer be left to a teacher librarian, but should be shared among all other departments, each of which "needs to accept responsibility for the review, maintenance, improvement and use of its particular section or sections of the library" (7.10).

The first advantage of this approach is that it can readily be adopted within the existing management and curricular structures of a school. Since diffe-

resulting from poor immediate memory and uncertainties over time, or of the help available from the British Dyslexia Association in the UK, or from the Orton Dyslexia Society in the US, or from the SPELD groups in Australia and New Zealand. To be told, "if glasses are prescribed for your child, you must make sure he uses them" (page 57) is good sense, but to parents of dyslexic children such advice would be merely irritating. In typical cases medical screening has shown no gross abnormalities, yet they are often desperate to find someone to advise as to what is the best educational environment for their child. To call this book "Dyslexia" will lead many parents to have wrong expectations.

The book edited by Coltheart, Patterson and Marshall is of an entirely different genre. It is aimed at specialists and is basically an attempt to present in a sense of the distinctive problems of reading shown by an identifiable group of brain-damaged adults. Since it was first published in 1980 it has deservedly attracted wide attention.

T. R. Miles

Tonic for the March slump

by Geoff Fox

Into Books, by Ron Thomas and Andrew Perry. Oxford University Press Australia £4.95. 0 1955454 1.
Bright Ideas for Reading Activities, Compiled by Frankie Leibe. Scholastic, distributed by Ward Lock Educational £4.95. 0 590 70535 0.

Try this one: "Distinguish between poetry, prose and drama; explain the differences." When you've done that, think of a novel, any novel (I thought of *Emma*): "Predict what the main character will do after the story has ended." (Tough luck if you chose *Tan*.) Now for a trickier one: answer the following after you have read the first chapter of Ted Hughes' *The Iron Man*: "What is the most important part of your body?"

To be fair, you don't get these demands in a vacuum, but along the route as you are taken through the busy programme of activities and discussion planned by Ron Thomas and Andrew Perry. Incidentally, you should have been able to cope with these matters when you were age 9.

Into Books has clearly done very well in Australia, where it has been reprinted twice since 1981. I wanted to like it: it was attractively bound and looked inviting on the page; the authors referred to a wide range of children's books; on a casual flick-through it seemed full of lively things to do with children aged 5-12; all in all, a tonic for the March slump when originality is a touch elusive.

There is, however, no overt theory which unifies the book. The implicit theory is revealed when the authors outline "a framework" which suggests particular literary abilities to be aimed for at each of three (age) levels. These abilities "deal with the elements of literature (characterization, plot, setting, mood, theme and style) which the authors believe teachers should introduce to children."

Ultimately, this programme seems to be dictated by the nature of many literary courses at secondary and tertiary levels. The focus is on text. The activities proposed are often entertaining, but there is little account taken of what goes on inside the reader's head, how a text is idiosyncratically recreated by each child. Development is externally planned, de-

spite the authors' disclaimer that they are "not advocating a rigid approach to the study of literature". The danger is that this book could appeal to the non-reading teacher of literature. It seems to arrive pre-packaged - sequences of lessons are provided. It could take the thinking out of teaching and thus, contrary to the authors' intentions, take the delight, spontaneity and learning out of sharing books in school.

Bright Ideas for Reading Activities emphasizes the interplay between reader and text, following the clear line arising from the work of Margaret Meek, Jill Bennett, Cliff Moon and, now, Liz Waterland. To see yourself as a reader, to want to be a reader, you must know the pleasures on offer in "real books".

Frankie Leibe has gathered together dozens of activities and games for teachers (or parents) to help "children aged five to nine develop a lasting love and enjoyment of books, and to teach specific skills". These are grouped under Pre-Reading, Learning to Love Books, Word Attack Skills, Classroom Organization and Booklists. Activities are clearly described ("What you need", "what you do" and so on) often leading to "follow-up books" which have been ingeniously chosen because they happen to develop the skill which has just been practised. Ideas are related to age-groups, but there is no sequence prescribed. Layout is generous. Jane Bottomley's illustrations work to reinforce the emphasis on pleasure.

Children from classrooms where these activities were used would regularly look forward to playing around with words and phrases as they learned new skills. They would expect to share books together or to read quietly alone. Parents would frequently be in school, doing rather more with books than listening to children read (and this activity itself would be more varied and purposeful than is often the case). They would have a teacher who worked hard on preparing materials and thought carefully about selecting appropriate activities. She would certainly have an infectious liking for stories, poems and novels.

At £4.95, the book is a useful investment for the staff room reference shelf.

Storyfair

Storyfair '86: A Festival of Storytelling University of Exeter School of Education August 17-30.

The talents of the Dartmoor Step Dancer and the Dartmoor Bone Ratter; the West Country Tales of Bob Carr and a Devonian celloid, washed down with scrumpy, will be featured at one evening of *Storyfair '86*, a three-day festival of storytelling in August to be held at the School of Education, Exeter University.

Experts will tell traditional stories from many parts of the world through song, dance, clowning and mime, as well as the spoken word. However, an essential premise of the festival is that since storytelling is one of the most fundamental of human activities, everyone has stories to tell, given the space. At the heart of *Storyfair* will be regular meetings of small groups in which all the festival-goers will tell at least a couple of stories, learning more about both skills and resources from each other.

There will also be times and spaces reserved for spontaneous events, when people can draw together an audience

for their own expertise, or to talk together about some aspect of storytelling. Some theoretical interests may well be discussed; indeed, one of the originators of *Storyfair* is Professor Harold Rosen, currently researching aspects of narrative in school classrooms. Teachers and librarians will have the opportunity to tell stories around Exeter and to accompany the Exeter Libraries' Storyvan on its regular holiday tours around the city.

Those experts already booked for major sessions are coming to share their skills rather than preserve a mystique of storytelling. Among them are Grace Hallworth (one of the planners of *Storyfair*), Martin Glynn, Beniah Candappa, David Odde, Suraya Kumari and Ben Haggerty, who last year organized a highly successful storytelling festival at Battersea Arts Centre.

The prospectus and booking form for *Storyfair '86*, which is sponsored by W. H. Smith, can be obtained from: Sally Williams, *Storyfair* Secretary, University of Exeter, School of Education, St Luke's, Exeter EX1 2LU.

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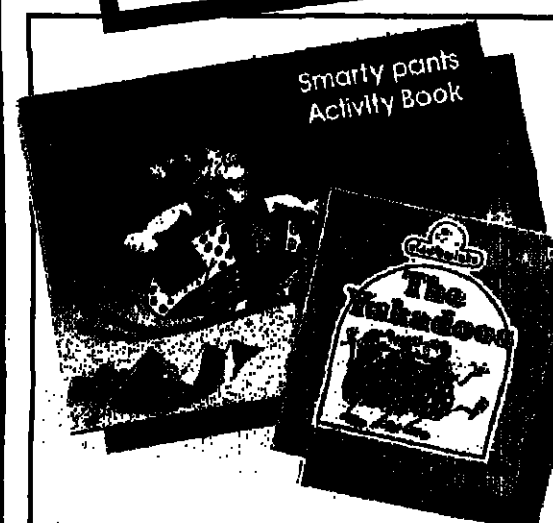
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Comprehending legal documents, filling in tax returns or tackling do-it-yourself kitchen instructions, while meat and drink to experts, for ordinary mortals can lead to hours of eye strain, agony and bewilderment. Unlike them, perhaps, to expect children at transition periods of schooling to assimilate automatically all manner of language in the guise of mathematics, history, science or modern technology. Often the assumption is that once moving to secondary school or into an options year pupils can utilize reading skills - whatever the level - for a full and varied curriculum. This, however, does not follow.

Introducing *Relevant Reading* as a "comprehensive course in reading and the uses of language in print for pupils in Secondary Schools", Joyce and Peter Young distinguish between the "subskills" of competent, reasonably confident reading and the "higher order skills" such as inference, evaluation, appreciation and re-organization. They refer to the "mismatch" highlighted in the DES report of 1982 between pupils' preconceptions of a text and the text itself - a "mismatch" which produces a "gap" causing pupils to operate at "frustration level" and consequently fail. Aiming to bridge this gap by "raising... levels of functional literacy" for all forms of language, the authors stress "reading for meaning" as the route to successful learning - a path leading to all areas of the curriculum.

The main book at all four levels contains 30 short units of stimulus

Relevant reading

material for use with the respective accompanying Action Book which, in turn, houses questions, instructions and suggestions for work. (For sheer practicality, it is a shame these two could not be combined in one.) Preparation is vital and the introduction of ideas and vocabulary essential before attempting any units; reading skills, after all, must be placed in context.

The series presents a diversity of



materials increasing in complexity according to the level. Units follow no particular order but are divided into five general categories of language usage: Personal - examples including diaries and a ship's log; Social - masses here whether on tube directions, false teeth or wind speed charts; Public - all kinds of instructions and media jargon; Enjoyment - puzzles, patterns and a touch of fun; Cultural - a sea of topics for all disciplines. With 120 units there is no lack of ideas and stimuli relating to just about every subject on the timetable, be it the discovery of America, epiphanies, hair follicles, vacuum cleaners or the life of Baron Munchausen - more than a little something for everyone. Each unit is brief with room for individual input if desired but impact is undiminished and attention held. Some subjects may appear through the series and the liveliest ideas come from all units connected with Codes, Names, Instructions, Tall Stories and Fashion. Exciting models of language are available at every stage: charts, maps, prose, lists, surveys, interviews, even invoices... the choices are endless and most accessible.

Corresponding units in the Action Books divide into four sections: Write About, testing understanding of a text; Find Out About, involving research and requiring a library near at hand; What You Think About, encouraging discussion and opinion; and A Word About, developing awareness of language through vocabulary extension, synonyms, palindromes and the like. Obtaining "high order skills" need not end here. Pupils should gain the confidence to drive themselves further after these solid practice runs.

This is a series worth considering for lower secondary school. It is bright, boldly illustrated and thoughtfully presented with some handy short lines of prose - all of which may make life just that bit easier for the pair of eyes which might otherwise be a little reluctant to scan anything resembling print on a page.

Jacqueline Fisher

John Bald reviews a selection of resources

Paired Reading

Paired Reading Training Pack. £12.25 from Psychological Services, Directorate of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW. Video only. £11. Paper materials only. £1.65. Paired Reading Bulletin, £1.65. All prices include postage and packing, but do not send payment with order.

This pack has been produced as part of an Urban Aid-funded project in Kirkles to provide an accurate introduction to the Paired Reading technique and some practical suggestions for its introduction and evaluation in schools. The centre piece is a video in which a sketch showing some of the problems which can be encountered by parents in inducing children to read to them is followed by a series of very useful examples of parents and children using Paired Reading in a contented and constructive way.

This is a revised version, and, although the humour has been somewhat blunted, the scenes with the parents and children are much better than those in the original and seem perfectly natural. One child zips through the book with her mother struggling along as best she can, while another, willfully deciding to carry on her own whenever she gets two words right in a row, is rewarded with a smile of indulgence she would not have received from anyone else.

Elsewhere, the Paired Reading is closer to the intended model (see "Take Your Partners", TES, 1.11.85), with a range of fluent readers which includes older children as well as the psychologist Keith Topping, who is director of the project. The participants reflect the range of ethnic backgrounds which is present in the L.E.A., and the video can be recommended for use either in schools or in teacher training.

The printed materials include detailed descriptions of the approach, with discussion papers for staff and parents, questionnaires, evaluative checklists and "How to Do It" leaflets for parents and other helpers. All of these are quite straightforward, but could well offer ideas to schools already using Paired Reading as well as providing a working outline for those who are considering it.

The *Bulletin* includes a successful attempt, by Stella Cuswood and Andy Lee, to counteract the limitations of reading tests by means of a further assessment based on tape-recording pupils' reading of two short texts of differing readability. This painstaking work detected both a quantitative reduction in errors and omissions and gains in both reading speed and pupils' ability to correct their own mistakes. If such improvements were to be confirmed in follow-up studies, the case for Paired Reading would be established beyond question.

Coherent approach

Teach Your Child to Read. By Peter Young and Colin Tyne. Fontana £2.95. 0 00 636849 2.

This book contains so much practical and constructive advice that it perhaps seems unreasonable to have reservations about it. The following quotation from a chapter entitled "What Reading 'Really Is'" sums up the problem: "Reading is the self-rewarding, cultural activity of participating in the retrieval of thought and language encoded in alphabetic symbols by the automated scanning of print for the purpose of finding its meaning."

This kind of linguistic collage is perhaps the inevitable outcome of an attempt to define reading in one sentence, but it is still more likely to confuse parents than to help them. It is also based on an idea of what learning to read should be rather than on what reading actually is. For example, is reading a "self-rewarding" or is it

sometimes a means to an end, and is "automatised scanning" the only way in which we deal with print? The authors themselves mention "skipping" and "skimming" on the previous page, but do not consider the idea that meaning may sometimes depend on individual words. In practice, they complement what they describe as their "holistic" approach with games and activities which encourage children to pay attention to detail, and the importance of detail in alphabetic script should have had some place in their analysis of reading.

The description of these games is very useful, but better still is the authors' demonstration of the idea that reading can be an extension of the child's natural interaction with his parents through a selection of simple but effective instructional techniques built around the theme of "paired reading". This provides a coherent and comprehensive approach which is likely to prove enjoyable as well as effective, perhaps particularly in cases of reading difficulty, although the full results of the authors' DES-funded research in this area have unfortunately still not been published. (See "Proof of the Pudding", TES Reading Extra, 5.4.85.)

On the other hand, the book also contains a good deal of simple personal opinion, and some of the advice on handwriting is almost sufficiently questionable to warrant a separate review. Critical reading is therefore essential, but is almost sure to yield valuable and effective ideas for reading in school as well as at home.

Prediction routines

Prediction Plus by June Evans and Edward Arnold £2.5 ISBN 0 7131 7436 6.

This kind of pack is occasionally criticised on the grounds that it is for those who can manage the work but not those who cannot. The author, however, has solved this problem by providing additional exercises, typified by the following extract:

"Read this through. Underline the words which do not make sense. Write above each underlined word one which does make sense."

Jamie arrived at the football field could not find the elephant. It was not on the plate where his mother usually left it. He had to climb into the football through a biscuit.

Once they have finished, the pupils are given a picture to colour in, and the combination of nonsense and colouring is presented both as "an activity for slow learners" and as "time-filling activities while some children are waiting for others to finish the exercise".

This approach to mixed-ability work may keep children from writing on the desk, but is otherwise such a pleasant waste of time that if I hadn't seen it I probably wouldn't have believed any one would publish it.

The pack as a whole is intended for pupils of middle-school age, and is focussed on ten unconnected stories, which suffer from having been written to form the basis of exercises. They involve prediction of the next stage of a story, putting sentences on to an acceptable sequence, filling in deleted words, and "turn page" exercises, in which pupils have to re-instate large chunks of text which have been removed. Such tasks may have their uses, but in this concentrated form, and isolated from the remainder of the curriculum, they tend, like comprehension exercises, to impose their own structures on learning rather than contribute to the broader processes of linguistic development.

The format, which is designed for photocopying, is attractive and novel. If it were used more generally, educational publishing it could provide great flexibility, for example by enabling material to be up-dated, or to be proved without the school having to buy new sets of books each year. In this case, however, the main benefit of the format is that it allows the teacher to be selective, so that, with any luck, the colouring exercises may never be used at all.

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Coppin Green, Essex
Required for September 1986.
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Chapel Road, W9 3PQ
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CAMBRIDGESHIRE
(Equal Opportunity Employer)
HAZELWOOD JUNIOR SCHOOL
Hazelwood Lane, London N13 5HE
Required for September 1986.
An enthusiastic and experienced teacher to take a Reception Class. Scale 5 available for suitable candidates.
Remove applications and separation allowances available.
Application forms (S.A.E.) obtainable from the Director of Educational Services, Enfield, or to the Headmaster at the school by 4th April 1986. 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
HAZELWOOD JUNIOR SCHOOL
Hazelwood Lane, London N13 5HE
Required for September 1986.
An enthusiastic and experienced teacher to take a Reception Class. Scale 5 available for suitable candidates.
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PROJECT
r 1986 to join our
SUPPORT TEAM
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ad at the TVEI Centre in Hayes
with the Project Director, LEA
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e and ability to motivate and
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of the 14-18 TVEI curriculum,

to be part of the TVEI central planning and coordinating links of commerce within the TVEI. Cooperation in specific areas is in some curricular matters (experience, education for this post is open to candidates in training, careers work or could be considered). Application forms are available (1/7/8), Civic Centre (2E/10), telephone Uxbridge 50468, by 8 April. *Will be welcomed.*

Chief Adviser for Education

£9,704 - £21,168) + fringe
obtained from the County
Council, County Hall, Hertford,
and applications should be
sent to the County Council,
Hertford, Herts. SG9 6AA.
(6103)

Wichita
Education Department

URDU

**Support Service,
Rochdale.**

Scale 2 is available

**the Headteacher at
level of qualifications
DES Recognition to
possible.**

(9040)

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received as soon as possible:

be received as soon as possible. (9040)

Better Services for People with a Mental Handicap Developments in Social Education

Manager £11,292 - £11,955 S.O.1

Better Social Education Centre has established a high reputation for progressive and innovative work. A Manager is required to continue this development and to sustain the students fully integrated programme of involvement within the community. The Centre provides education, life preparation, training in self help and domestic skills, sport and recreational activities, craft, pottery and basic woodwork, horticulture, and any other activity that the student form define as necessary to meet their needs. There are strong links with the Adult Education Institute and the C.M.H.T. Applicants should have substantial experience of social education at a senior level in S.E.C.s, Special Schools or Further Education. You should hold a professional qualification, eg. C.S.S., C.Q.S.W. Dip. Ed., Dip. T.M.H.A. or relevant post graduate qualification. As a member of the Wandsworth Participation Steering Group on Mental Handicap Services you will be expected to account for your work and to contribute to the P.S.G.'s collaborative task of advising and taking recommendations to the Directorate. You will receive regular supervision from the Care Services Manager. For further information please contact David McLaughlin, Principal Officer on 01-871 8917 or Roger Harris, Care Services Manager on 01-871 8244.

Application form from Director of Social Services, Town Hall, London SW18 2PU. Tel: 01-871 8236. Quoting Ref: TES/192. Closes 4 April.

This appointment is offered on an unrestricted basis. It is exempt from the LMGC ring fence procedure and anyone may apply. However, you are particularly invited to apply if you are employed by the GLC or a MCC.

Wandsworth

An equal opportunity employer
All applicants are considered on the basis of their suitability for the job irrespective of disability, race, sex or marital status.

Special Education

Headships

DEVON

ADVISER FOR SPECIAL EDUCATION

Salary Scale Head Teacher Group 9

Applicants should possess qualifications relevant to special educational needs within both mainstream and special school contexts.

The person appointed will be responsible for the field of in-service education of Teachers (INSET) and will help primary, secondary and special schools as well as further education establishments, to develop the curriculum in the field.

Application forms and further details available from (a.s.e.) required, 100010. For information contact County Education Officer, County Hall, Topham Road, Exeter EX4 4DQ.

Closing date 4th April 1986. (05343) 160010

KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

TONBRIDGE AND MALLING DIVISION

BRIDLE ROAD, LEYBURN

100010

APPOINTMENT OF HEAD TEACHER

For September 1986 for 16-19

Year olds with learning difficulties

Application forms and further

details available from the

Divisional Education Officer,

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THE

Y SCHOOL
Junior School
(a 7 - 11)
September 1988

**EXPERIENCED
TEACHERS**

assist in the running of the
Teacher of a Fourth Year
at 4 plus Coventry School

A Third Year Class and to
James (Burnham Scale 2
at 4 plus Coventry School

Forms from:
Foundation

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DORSET
WEYMOUTH COLLEGE
Cranford Avenue, Weymouth
Dorset DT4 7LQ

GENERAL ENGINEER (MECHANICAL) to general engineering, e.g. drawing, etc to DTIC, call 01223 336111 or write.

Candidates should have appropriate qualifications and experience to teach theoretical and practical aspects of mechanical engineering. Teacher is desirable.

Salary: £12,000-£14,000 p.a. £6,324 - £12,845 per annum.

Further details and application forms are available from the Principal, Section 1, Wymouth College, 100, Victoria Avenue, to whom a completed application should be returned by Friday 12th October 1984.

EASTBUSSEX
EASTBOURNE COLLEGE
OF ARTS & TECHNOLOGY
St. Annas Road,
Eastbourne BN21 2
Principal: J. H. WILKINSON
M.Ed., F.B.T.M., F.R.C.T.
BUSINESS STUDIES
DEPARTMENT
Appointments to Levels
or Grade 1 to teach Business
Organisation and Distribution
Studies to full-time
part-time BTEC Courses
Salary £5,310

Further particulars
Application form from
Principal, telephone
bourne (0323) 644711
212.
Closing date April
(03040) . 22

H COLLEGE
Weymouth, Dorset
7LQ
st September

**D CURRICULUM
PMENT**
(vice Principal)

that the College will be able to respond to the needs of the community taking place in FE.

provide experience and understanding of the needs of the community and be capable of co-ordinating the activities of the College to the needs of the market.

able to negotiate at all levels with prospective employers inside and outside of the College.

forms from the Principal's Secret
KNICAL COLLEGE
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BUSINESS STUDIES
and part-time courses in Business
late BTEC Core area.

BUSINESS STUDIES

Subject areas:
Numeracy, Accounting,
Core Skills, Travel and Tourism

COMPUTER STUDIES
(probable extension)
and CGU courses in Computer

ED PREPARATION
ing courses including CGIJ and
s and allied subjects.

PLAY DESIGN
s of design and art and to help
(Display) and other courses.

IOLOGY
cts to B.C.E. 'A' Level and

per annum
\$5 per annum
7 per annum, the starting point
ing and industrial experience.
\$5 per annum..
will be welcomed.

Application forms and further
particulars from the Principal,
Park Ridge Technical College,
Park Road, Uxbridge, Middlesex
UB8 1NQ returnable within
fourteen days of the date of the
advertisement. (507)

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SCHOOL EXAMINATIONS

BOARD

GENERAL CERTIFICATE OF

EDUCATION EXAMINATION

BOARD

The Board invites applications

for the following

positions:

CHIEF EXAMINER, ADVANCED

LEVEL BOTANY, FOR

JUNE 1989

Applicants should be graduates

or hold appropriate qualifications

and should be under 50 years of age

with five years recent

teaching experience. Examination

experience is essential.

Chief Examiners' duties include

supervising the award of

grades and may include the

supervision of a team of examiners.

For application forms and

further details see the Secretary

General, University of London,

School Examinations Board,

215, 32 Russell Square, London,

WC1B 5DN. Applicants

should enclose a self-addressed

envelope. Completed forms should be

returned by 11th April 1988.

(08462) 600000

MANCHESTER

JOINT MATRICULATION

BOARD

EXAMINATION COUNCIL

Applications for the post of

Revisor (or Moderator) for the

question papers in the following

subjects in the GCE examination

are invited from experienced

school teachers in schools and

colleges that do not prepare

candidates for the JMB examinations.

1. General Paper (Alternative

Ordinary), and General

Science (Advanced),

Mathematics, Science and

Physics (Advanced) Syllabus A.

2. English Language (Advanced).

3. Mathematics (Advanced).

4. Physics (Advanced) Syllabus A.

5. Geology (Ordinary) and

(Advanced).

Further information and application

forms may be obtained from the

Secretary General, The Associated

Examiners Board, Stag Hill House,

Guildford, Surrey GU2 5XJ, to whom

completed forms should be returned

not later than 3 weeks after the

appearance of this advertisement.

(17171) 600000

THE ASSOCIATED

EXAMINING BOARD

The Board invites applications

for the posts of CHIEF

EXAMINER and MODERATOR

for SPORT STUDIES (663) at

ADVANCED LEVEL (Pilot

Scheme) for the June

examinations of the new subject.

The Chief Examiner and the

Moderator will also be required

to assist in the running of

workshops for the summer

of Pilot Centres from Summer

1988 to Spring 1989.

Applicants should have a degree

or equivalent qualification in

this subject area, a minimum of

four years recent relevant

teaching experience and experience

of examination.

Further information and application

forms may be obtained from the

Secretary General, The Associated

Examiners Board, Stag Hill

House, Guildford, Surrey GU2

5XJ, to whom completed forms

should be returned by 18th

April, 1988. (05092) 600000

THE ASSOCIATED

EXAMINING BOARD

The Board invites applications

for the posts of CHIEF

EXAMINER and MODERATOR

for COMMUNICATION STUDIES

(608) at ADVANCED LEVEL for the

1988 examinations.

It is possible that the Moderator

will be required to undertake

additional duties as a visiting

moderator for the project/area components.

Applicants should have a degree

or equivalent qualification in

this subject area, a minimum of

four years recent relevant

teaching experience and experience

of examination.

Further information and application

forms may be obtained from the

Secretary General, The Associated

Examiners Board, Stag Hill

House, Guildford, Surrey GU2

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for COMMUNICATION STUDIES

(608) at ADVANCED LEVEL for the

1988 examinations.

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will be required to undertake

additional duties as a visiting

moderator for the project/area components.

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this subject area, a minimum of

four years recent relevant

teaching experience and experience

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1988 examinations.

It is possible that the Moderator

will be required to undertake

additional duties as a visiting

moderator for the project/area components.

Applicants should have a degree

FINANCIAL SERVICES FOR TEACHERS

We are market leaders in providing financial services to teachers - and to other professional groups. Our present expansion programme means we must take on a number of additional sales people.

Area Representatives

The locations are nationwide. The requirement is for hardworking people, who want to enter or develop a successful career in insurance sales. Our careful selection procedure includes "on-the-job" experience for new entrants to sales or insurance - without commitment. The rewards are a guaranteed personal territory, attractive commission earnings, bonus opportunities and other benefits. Earnings are likely to be in excess of £12,000 p.a. Top performers can triple this. You will be between 25 and 50, have a stable career background, and possess a current full driving licence.

Write or phone Lindsay Corbitt, Teachers' Assurance, 12 Churchside Road, Bournemouth BH1 3LW. Tel: Bournemouth (0202) 291111 for your 12 page guide and application form.

TEACHERS' ASSURANCE

MISCELLANEOUS continued

LEICESTERSHIRE SCHOOLS THEATRE COMPANY

Applications are invited for the following 2 posts with the theatre company which is based at the Leicestershire Fields Centre, under the general direction of the County Adviser for Drama and Dance, and which tours schools and colleges in Leicestershire. The appointments will commence on 4th August 1986 and terminate on 31 March 1987.

Salary for both posts: £7,041 per annum.

ACTOR/TEACHER

To perform and assist generally with all aspects of the company's work. Applicants should be qualified teachers with acting experience or actors with good educational experience.

STAGE MANAGER/TECHNICIAN

Applicants should be suitably qualified with some experience of touring.

Further details and application form from the Director of Education, Teachers' Assurance Section, County Hall, Glenfield, Leicestershire LE5 8RF (SAE).

Closing date for applications: 15th April 1986 (05915).

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LONDON W1

LONDON HILTON

25 Park Lane, London W1A 2BH

Resident Chambermaids during the summer vacation, mid-June to early September. Accommodation if required. Call Personnel on (01) 493 8000. 660000 (05915)

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CUMBERLAND

RENNIBRIDGE LODGE

Old Hutton, Cumberland

Resident Chambermaids during the summer vacation, mid-June to early September. Accommodation if required. Call Personnel on (01) 493 8000. 660000 (05915)

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